# Bedfordshire county council

# Exploring Bedfordshire's Past:
# Your County, Your Heritage

# Audience Development and Access Plans
# for the
# Bedfordshire Historic Environment Record

## Final Report March 2007

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# 1: Background

## 1.1: Bedfordshire Historic Environment Record

The Historic Environment Record (HER) is managed by the Heritage and Environment Section of Bedfordshire County Council and is a record of all known archaeological sites, finds and historic buildings within the administrative county of Bedfordshire. It is the most comprehensive register of Bedfordshire's heritage features and is a core information source. The 18,200 records span the full range of human history from the Palaeolithic to the 20th century and include Bronze Age barrows, Iron Age hill forts, Roman villas, medieval settlements, field systems, industrial remains, parks and gardens and World War II defences. The bulk of the Record consists of record cards with large quantities of fully referenced textual information derived from a wide range of bibliographic, documentary and other sources, including survey and excavation reports, besides a variety of associated material all shelved in box files. There is a computerised index and site locations are indicated on both digital and paper O.S. maps. The HER can answer a wide variety of enquiries using in-built search facilities. The HER also contains over 45,000 photographs and 7,000 slides of individual sites and features, 2,200 oblique aerial photographs and over 3000 vertical prints taken by the RAF in the 1940's. More recent countywide vertical aerial photography is also held by the Section.

The HER is open to all and free of charge with the exception of commercial enquiries. However, it usually needs to be consulted in person at County Hall in Bedford by prior appointment during office hours, Monday - Friday, although many enquiries are dealt with by telephone, e-mail or post. It is regularly used by those who already have a personal or professional interest in the heritage and, to a lesser extent, by teachers and students. However, current access to the information held in the Record is limited by its mainly paper based and specialist nature and its single location inaccessible outside normal office hours. This information needs to be made more physically and intellectually accessible to enable many more people to learn about and develop an interest in their local heritage. The Record also has a relatively narrow range of users and needs to be made available to and attract a wider audience. For example, Bedfordshire has a very high and mixed ethnic population but there are very few users who come from an ethnic minority or from communities that suffer from deprivation or social exclusion.

The profile of the HER thus needs to be raised within the community, to increase awareness of it and contact with it. To incorporate this desire into the future development of the Record it has been decided to prepare an Outreach Plan which in turn needs to be informed by research into current and potential audiences. To this end, and following a tendering process, Bedfordshire County Council invited the Market Research Group based at Bournemouth University to undertake a programme of audience research and preparation of Audience Development and Access Plans as promoted by the Heritage Lottery Fund. This work was funded by a Project Planning Grant obtained from the

Heritage Lottery Fund as they believed it to be consistent with the National Lottery's aims to improve the quality of life by:-

- Protecting and improving the heritage of buildings, objects and the environment, whether man-made or natural, which have been important in creating the character and identity of the United Kingdom;

- Helping people to appreciate and enjoy their heritage; and
- Allowing them to pass it on to future generations.

## 1.2: The Market Research Group (MRG)

MRG aims to be a key and cost effective resource for the provision and interpretation of market intelligence for all its clients. The group offers expertise, experience and advice in the field of market research, tailored to suit the needs of it individual clients. MRG has specialised in consultations of this sort, and has numerous projects to its name.

Through its work with major heritage organisations in the United Kingdom MRG has now established an unprecedented level of expertise and data in this area. Specific areas of research conducted over many years include:

- Visitor Surveys
- Attraction surveys
- Audience Research
- Focus Groups
- Telephone Surveys
- On-line, Website surveys
- Feasibility and property audits
- Service enhancement research
- Market Segmentation
- Mystery Shopping
- Research into the leisure and heritage market

The data collected in this area enables us to provide valuable benchmarking and effective key performance indicators plus trend analysis in the heritage market place within the wider context in which it operates. We work in close partnership with our clients, getting results yet also adapting to their needs and wants.

## 2: Research Aims & Objectives for Audience Development and Access Plans

No in depth audience research has previously been undertaken for the Bedfordshire HER although a register of users (recording who, subject and type of user) has been maintained since 1987 and survey questionnaires were completed by commercial users between 2002 and 2005. However, custodians of such Records or other archive collections need to identify clearly the types of user and their needs for data and access: audience requirements should be paramount in formulating policy and operational priorities. An analysis of all current and potential audiences and their needs is also fundamental to the preparation of Audience Development and Access Plans.

The aims and objectives of the research were those described within the "Brief for preparing Audience Development and Access Plans towards the development of an Outreach Plan" supplied by Bedfordshire County Council. The key objectives were to:

1. Quantify current audience for the HER and review its use.
2. Identify barriers which hinder access to the HER and its information, including physical, intellectual, social or cultural.
3. Identify strategies, means or actions to overcome these barriers and to make the HER more accessible to all.
4. Identify potential audience/users (particularly those currently under-represented or socially excluded).
5. Identify means to attract these new audiences/users.
6. Identify ways in which information can be supplied differently to meet the needs of a range of potential and existing users, thereby providing equal opportunity and equal access for all.
7. Identify the demand or market for taking the HER into the community through displays, road shows or other means.
8. Identify ways of developing the educational role of the HER.
9. Examine possible partnerships with other County Council groups or external organisations to provide joint access or gateways to information.
10. Draft an Outreach Plan consistent with the County Council's strategies and policies and identify priorities for action.
11. Assess resources (staff and money) required to implement the outreach strategy.

The results of this research will be used to inform an Outreach Plan, to provide guidance for the development of the HER and to provide the basis for submitting a bid to the HLF to help fund a Heritage Grant project focussing on attracting new audiences for the HER and improving and broadening access for these and existing users.

# 3: Outline Methodology

The programme of research was undertaken by MRG between May and September 2006 using both qualitative and quantitative research. The former provides background and depth to some of the issues raised, specifically information needs and modes of access, whilst quantitative research provides robust data regarding such issues as profiles of existing users, potential new users, user needs and other issues. This report is based on this research.

## 3.1: Audience research - Existing HER Users

A log has been kept since 1987 of all enquiries to the Bedfordshire HER. However, for the purposes of this research, only users during the last three complete financial years, 2003-6, were to be surveyed. Excluding use by Heritage staff a total of 1112 enquiries were made in that time made up of private individuals (31%), archaeological consultants or contractors (16%), non Heritage Bedfordshire County Council staff (13%), private businesses (10%) school pupils or students (9%), other local authorities (9%), countryside projects and voluntary bodies (8%), Government heritage bodies (2%), teachers or academic staff (1%) and the media (1%). From these a database of 519 entries for which contact details were available was compiled. Of these 436 were surveyed via a paper questionnaire designed by MRG with the co-operation of Stephen Coleman, the Historic Environment Information Officer (*Appendix 7.2*) and 83 were surveyed via an e-mail with a link to an on-line version of the same questionnaire hosted by the MRG website. In addition a few e-mail versions of the questionnaire were sent to Parish Councils.

There was a 25% success rate for the response to the postal survey and 37% to the on-line version sent by e-mail. The total number of responses was 139, giving an overall response rate of 27%. This was an average response rate.

The survey was conducted from 13th July 2006 until 7th August 2006, allowing 3 weeks for respondents to complete the questionnaire.

Once the data had been collected, all responses were assigned a code number for ease of computer data processing. Frequency tabulations and cross-tabulations were then produced to fulfil the information. A statistical programme called SNAP was used for the questionnaire design and data entry and then the data was exported into SPSS, another statistical programme for full analysis.

The findings from the analysis can be found in *Appendix 7.1* – The Research Findings.

## 3.2: Audience Research – Non Users survey

A random postal survey using PAF (Postcode Address Finder), sampling 5000 Bedfordshire residents was undertaken. The survey was sent out on 28th June 2006 allowing 6 weeks for respondents to return their completed

questionnaires.  A copy of the questionnaire can be found in *Appendix 7.5.* The respondents were also invited to give their contact details to take part in Focus Groups at a future date.  394 questionnaires were returned from the resident's survey.  This was only an 8% response rate.  This was disappointing but not unexpected from a random postal survey with no incentive.

There was a noticeable lack of ethnic representation in the first stage of the audience research and so in the second stage of the research a database containing 8 separate organisations with ethnic representation or related functions was constructed to address this issue. All these organisations were sent copies of the new or potential user group questionnaire, and only .3% responded to the survey. Unfortunately no representatives from the ethnic organisations were available to participate in the subsequent focus group sessions.

Three other small databases were set up in order to survey other new or potential user groups.  The parish database contained names of 29 representatives of local parish councils, and 10 of these responded to the postal survey. The amenities database contained 10 names, and 3 responded.

219 schools within the Bedfordshire County were sent a separate questionnaire and only 18 of those responded.  The overall response rate was therefore 8%. The response was so poor that the comments and results from the school survey are only used in a qualitative manor to provide additional supporting evidence for the objectives.

This research used both qualitative and quantitative techniques. The former technique provides background and in-depth information relating to some of the issues raised, specifically in relation to why and how people thought they would use the HER. Quantitative research provides basic demographic data, and the results that ensue from both forms of the research will inform the preparation of the audience development and access plans, and will ensure the inclusion of measurable outcomes and methods of implementation.


## 3.3: Audience Research –Focus Groups

A series of topics were established for discussion by the two focus groups (see *Appendices 7.7 & 7.8*).  A small presentation about the HER was shown to the non user group beforehand to give them some idea of what the HER already contained, and of what it intended to provide to users in the future. It also described various ways in which refined data searches can be carried out, and how its data can be used within GIS mapping systems.  Full results of these focus groups can be found in *Appendix 7.9.* The MRG consulted with Stephen Coleman before the focus groups took place to ensure appropriate technical questions were asked.  Both groups were well attended with 13 people in the users group and 9 in the non-users.

# 4: Summary of Audience Research

The following summary has been drawn from the detailed audience research findings which can be found in *Appendix 7.1, 7.2 & 7.3.* The research was carried out in three stages:

- Survey of existing HER users – **First stage**
- Survey of new or potential users including schools - **Second Stage**
- Focus Groups (new/potential users) - **Third stage**

The main points of the research are highlighted under each of the project's objectives. The full list of objectives can be found in Section 2 –Research Aims and Objectives.

There is a quantitative comments guide in *Appendix 7.10* which shows how percentage results displayed in the frequency and percentage tables of *Appendix 7.1 - 7.3* are converted into fractions or word statements. This is to improve and standardise the language used to describe the research findings.

This summary uses the results from all three stages of the audience research to draw up the Audience Development Plan and the Access Plan which are set out in full in Sections 5 and 6 of the report.

Three questionnaires were designed with the express purpose of meeting the project objectives. These questionnaires can be found in *Appendices 7.4, 7.5, and 7.6.* Two focus groups were also run to expand upon topics touched on in the questionnaires, as well as to obtain a greater perspective on the needs of potential users of the HER in the future. The topic guides for the focus groups can be found in *Appendices 7.7 and 7.8.*

Each paragraph or point is referenced to the original question number from the three different questionnaires sent out. For the purposes of identification the questionnaire surveying current HER users is AQ, the questionnaire surveying non or potential HER users is BQ and the questionnaire surveying schools is CQ.

**Objective 1: To quantify current audience for the HER and review its use.**

This objective was pursued via the *first stage* of the audience research, the HER user survey (AQ).

The MRG survey found that the majority (a fifth) of those current HER users found out about the HER through word of Mouth, (AQ1). Many others heard through the Council offices.

The vast majority had not experienced any difficulty in finding out about the HER. Those who had experienced problems had not known about the HER because originally the HER was not well publicised and there were no links from the Bedfordshire County Council website (AQ2 & AQ3).

Analysis of post code data shows that the majority of HER users are from the Milton Keynes area which includes much of Bedfordshire, with the remaining making enquiries from all over the UK (AQ42).

The majority of HER users are male, aged between 35 and 44 (AQ40 & AQ41)

The majority of respondents had completed full time education (AQ43), with over three quarters having completed qualifications up to at least degree level (AQ45).

There was less than 1% ethnic representation in the user survey; nearly all respondents were white (AQ46).

There was a wide variety of requests for information from the HER, ranging from simple requests for data on various sites and maps of specific local areas, to larger requests for all HER records and other data relating to wider research topics (AQ26). The most frequent requests were for printouts of data, and for photocopies of articles and maps and reports. The full list of requested information is in *Appendix 7.1.26* Findings.

The largest audience or group of people accessing the HER and who returned the questionnaire was that of archaeologists or historian consultants, amounting to well over a tenth of all respondents. Amateur archaeologists/historians were the next largest group of respondents, at a tenth, followed by local government officers, at just under a tenth (AQ4). This indicates that the HER is well used for professional purposes. However it is also attracting retired or semi retired individuals and adult education students with amateur interests who are spending increasing amounts of their leisure time researching history, archaeology, landscape and their local environments. In the past the HER has sometimes been thought of as a government or professionals only facility, rather than as one providing access to all. This was borne out by conversations held in the non user focus group during which people expressed surprise at the levels of information available to the general public.

Of those responding to the survey, just over two thirds had made amateur or private enquiries, supporting the theory that individuals (often retirees) with more time on their hands are getting involved in family history research or amateur

archaeological research etc.  There was a smaller response from commercial enquiries than would have been expected, and the number does not reflect previous commercial use of the HER. This may well be due in part to the commercial pressures of time and money, with businesses judging it to be unnecessary to respond to the survey (AQ17).

There were a high proportion of repeat users of the HER, with well over half of respondents having used the HER 2-5 times and just over a tenth having used it 6-10 times. (AQ5). Just under two thirds of users received information as they had expected and a third received information better than expected (AQ41).  A cross tabulation showing frequency of visit by adequacy of information received (AQ5xAQ41) shows that the vast majority of first time users received information that answered their enquiry adequately.  This again is a positive response.

Under half of those who were commercial respondents and who had used other HER services said that the price scales were about the same as other HER's (AQ19).

According to the school survey and the lack of teachers or students responding in the User survey it is fair to say that schools and teachers are not current users although they are a significant potential audience

## Objective 2: To identify barriers which hinder access to the HER and its information, including physical, intellectual, social or cultural.

This objective was covered by all three stages of the research.

Only 6% of Users said that it hadn't been easy to find out about Beds HER (AQ3). Of those that had found it difficult the following statements were made-

- At the time I was first referred, HER was not well publicised (a few years ago)
- Beds CC website - select archaeology from services and get Albion Archaeology (competitive tendering?) Select 'heritage and environment' - still don't get the right contact.
- County Council website needs to have heritage links that are easier to find
- It's not advertised very much. If I hadn't had a friend who used the service I wouldn't have known.
- The office is remote from the County Record Office in another building
- Unaware of HER existence prior to q1
- Unsure what records were kept as against county archives
- Was told about it for work purposes-I did not go looking for it

When the Non Users were asked if they knew what the HER was (three quarters of respondents said No (BQ2). When asked if they had heard of Beds HER, the majority also said No (BQ3). Lack of knowledge about the HER, what it is and where it is are the biggest barriers to access.

When Non Users were asked if they would like to find out more about the information contained within the HER under half said they would and just under half thought that maybe they would be interested.

Of those who said No, they wouldn't be interested in finding out more about the HER the following reasons were given and they have been grouped together-

- Because I don't feel the need to
- Disability and age X 3
- Don't live in Beds live in Bucks
- No transport
- I am retired and a widow, I prefer to go on organised group outings
- I don't believe it is right to dig up graves of olden days like Egypt has

- I don't know x 4
- No computer/internet X 3
- No time X 8
- Not interested X 23
- Please save paper and package
- See q8 X2
- Seems a waste of lottery money, when schools and hospitals closing

These reasons highlight some of the barriers for access of the HER. No interest and lack of time are barriers that cannot be remedied. However mobility, disability, lack of computer/internet, lack of transport and lack of knowledge are all areas that have potential solutions and will be discussed later.

HER Users were asked if they had tried to park at County Hall (AQ10), over half said yes and of those just over a third had had difficulty parking (AQ11).

The very first topic discussed in the non user focus group was why the attendees had not used the HER before; the general opinion was because they didn't know it was there or that there was public access.

When asked what they perceived the potential barriers to accessing the HER were they all agreed that parking was poor and was a problem. The Council buildings were not user friendly, they looked austere and unwelcoming and it took time to set up appointments, travel, park and get up to the location where HER information is stored. Opening times were also a problem. Narrow spaces within the office were also sited as a barrier for those with disabilities. The lack of knowledge is also a problem see comments from BQ28 below-

- Presume HER is another name for the information held at the County Records Office which I do know about.
- Thank you very much for informing me about beds HER. I've already been to the website and will be returning frequently
- Thanks for sending me this information; I wasn't aware of it previously.
- This is the first time I have been aware of the Bedfordshire HER
- Why does Bedfordshire have both an historical archive and an H.E.R?

Users were asked to say why the information they had received was not in a format that was helpful (AQ28) the following statements explain why -

- Expected it to be more coherent and computerised-this was not the fault of the staff who were very helpful.
- I had to go and get it myself.
- Map point locations of SMR sites would have been easier to deal with as map info GIS shape files
- Yes it was helpful in that it provided the info. I required. But hand annotated plans are not easily reproducible and computer generated would have been more useful.

The above examples show areas within the HER where the format of information can be improved to satisfy Users requirements and not act as a barrier.

Some of the groups attending the non user focus group were not using the HER because they were not aware of its existence. Some (including parish council members) thought that HER data was only available for professionals or for use within the County Council only.

Both focus groups identified that in some instances people or groups had not been using the HER because they had not heard of it; in others, because they

could not see the relevance of its content to their everyday lives or interests.

There were suggestions from the non user focus groups that those who did not know about the HER and particularly ethnic minorities in the county, would need a specific link or example of its relevance to themselves before they would consider using it. For example could target people who might be interested in research projects, for example researching the Italian brickwork industry may want to target Italian businesses or brick makers.

One comment received from the Non user survey (BQ28 Any other comments) identifies how residents can help different cultures become involved with Bedfordshire heritage.

- Working with many foreign students who are single or with families I see they have a limited experience of the beauty of Bedfordshire during their short stay. Enriching their experiences would be a lovely way to give them wonderful memories to take home and talk about in their own countries, speeding a positive image of the UK, and the hospitality of Bedfordshire.

There were no representatives from ethnic organisation attending at either of the focus group meetings and therefore no targeted discussion of the specific areas in which the HER might be of interest to particular ethnic groups. However other attendees were able to identify several groups who have settled in the county as a result of the aircraft industry and suggested aspects of the HER which might be relevant to them.

The non user focus group was genuinely impressed with the presentation given by Stephen Coleman of the Heritage and Environment Service about the content of the Bedfordshire HER. It was clear that focus group attendees on the whole had no idea of the work undertaken by the Service or the research and information that was held on the HER, whether electronically or in hard copy form.

Another suggestion made in both the focus groups was concerned with the tourist aspects or tourism use of the HER. It was suggested that the Tourist Information Centres in the region be made aware of the HER, so they could make visitors aware of it. Those seeking holidays or trips of a specific nature (i.e. researching family history), or those interested in the heritage and history of the area, could find specific local information in the HER that they might not have access to via normal channels.

Those respondents answering BQ4 who had heard about the HER knew about it via the Council Offices and word of mouth, and this indicates that other avenues of advertising may need to be explored to promote the HER. This is especially relevant given that it is likely that some residents of Bedfordshire have little contact with their County Council, and it would not be their first port of call to find out such information.

Of those in the survey who had heard of the Beds HER (BQ3), almost no-one had used it.

A full list of suggestions as for what purpose they would use the HER (BQ12) in the future is in the Section 7.2.12. Amateur local research was high on the list.

BQ19 shows that nearly three quarters of respondents have access to the Internet at home. This is higher than national figures (Ofcom 2004). This indicates that lack of information technology use or knowledge is not the reason that the vast majority of people in Bedfordshire are not using the HER.

In BQ20, three quarters of respondents had Broadband access at home. Again this is higher than national figures (Ofcom 2004), and it also shows that access to computers and information technology is not a significant reason for not using the HER; other factors must be considered.

The majority of people responding to the non user survey were spread evenly across the county (See Section 7.2.23), though there were more women respondents than men. The predominant age group was 45-54 years old but all age groups were well represented except 24yr olds and under.

There was a small representation of ethnic groups but not in proportion with regional figures, (BQ24) the vast majority were white.

The following comments sum up some of the barriers to access that individual's experience.

- At present I am limited to bus travel as my husband has had a stroke and as yet can not drive. We have no free delivery of local papers and no national paper delivery, so coming by information is difficult. I use Toddington library but only have time to select new books due to bus timetable and not time now to look around at information boards and leaflets.
- More wheelchair access needed for all to enjoy facilities and signed where access is.
- The majority of our enquiries are for data for archaeological project designs-often for small projects. A visit to you're HER is at substantial cost, your fees and our time. Are you justified in charging a fee for commercial projects when the ultimate client is a private householder building a small extension or conservatory, i.e. not primarily for commercial profit?

The schools greatest barriers to using the HER lack of knowledge or information. (CQ7)

To summarise, the findings indicate

- The vast majority of non user respondents including schools have no idea that the County Council has a Heritage & Environment Service or what the HER is.
- Many other avenues of advertising may need to be explored to promote the HER to improve knowledge of its existence to improve access.

- Access to computers and IT is not one of the major reasons for not using the HER.
- The physical location, design, size and shape of the Council Offices are a barrier to access both physically and mentally (perception).
- The HER is used by many people and different groups throughout the county although very little by school pupils, school teachers and students.
- While proportionately more women responded to the survey than men, the overall figures indicate that the HER is used by all age groups.

## Objective 3: To identify strategies, means or actions to overcome these barriers and to make the HER more accessible to all

This objective was pursued via all three *stages* of the audience research, The two focus groups also made relevant comments that relate to the future design of the HER and to a possible Exploring Bedfordshire's Past website.

Respondents to the HER User survey were asked what aspects of other SMR's and HER's they had used they would like Bedfordshire to provide (AQ16). The following are the responses and comments relating to this question:-

- Access to records on a GIS in addition to annotated maps and box files
- Computerised/Digitalised online HER x 15
- Digital data by email x 3
- Digital info to Midas standard
- Email provision of HERs
- Emailed GIS shape file data to allow mapping before visit to council X 2
- GIS database. Online searchable GIS database. Detailed online catalogue of contents. Full digitised map transcriptions. Transferable ANA map and SAM map x 3
- HLC data and summary interpretation of
- Listed building data
- London HER will email: you a map showing HER in the area you request. All the HER records you need. This means I do not need to go to HER office excellent. Saves time but provides same data
- More work space x 3

- Needs modernisation. Most HERs we use are obtained via NGR in an email with radius in, m/km given. The search results are all computerised and sent as an email attachment
- No x 3
- Norfolk seems better in terms of holdings and records
- Occasional articles in the local press
- Printouts of HER data
- Scanner
- See my reports

It is obvious from the list above that digital access to HER information is a commonly requested improvement, with some suggesting this should be made available on-line through the internet. People would then be able to get as detailed or as basic a level of information that they require.

When asked what people wanted of an on-line resource at the focus groups comments made were that they preferred a layered approach to the data, which the researcher can look through to the detail which they require electronically rather than mini summaries of general information. Other things asked for was information into the origin of place and field names, raw data but with listing and search facilities, searches on key words and key phases to assist in research and digital access for younger and people with leisure time. They wanted to be able to see the physical information online as in a similar way to Wickipeadia where people can add information. They also wanted to have an e-mail and posting option so people can send information in.

Respondents were also asked how important they thought it for the HER to provide Exhibitions, Displays, Interactive displays, Events, Talks and Walks or any other services (AQ38). The provision of talks by the HER was the most highly rated service; this being rated very important or important by over three quarters of respondents. Displays were also highly rated by under two thirds of respondents.

Other suggestions as to services that could be provided by the HER were:-

- For personal use
- Cross fertilisation with associated bodies
- Group sessions
- Info on catalogue
- No opinion really. I don't live in Beds so these are not applicable to me
- Specific books

It is important to note that the above list infers that there is a need for more information about the HER and its content to be promoted to all types organisations.

In AQ12 respondents were asked to rate certain aspects of the HER service. These were: helpfulness of staff, range of information in the HER, accessibility of the HER, standard and accessibility of equipment, photocopying service, booking availability and space to work. Of these, the helpfulness of the staff was the highest rated, with the vast majority of users rating it very good.

Range of sources and info in the HER was also highly rated by over half of respondents and range of information was also well rated. All other aspects of the HER were not as highly rated, principally because very few respondents to the survey had actual knowledge of the physical aspects of the HER offices. However of those that had visited the Council Offices rated accessibility and standard of equipment rather indifferently.

In AQ33 the most rated facilities that users would like to see provided in addition to HER information were aerial photographs followed by maps and photocopying.

Responses to AQ34 showed that the majority of respondents were aware that the Bedfordshire HER contains oblique aerial photographs, RAF and other vertical aerial photographs, published and unpublished sources of local information, parish surveys and transcripts of historic maps. Two thirds to three quarters said that this information would have been or was useful to their enquiry. However, only half of the respondents knew about the PPG 15 & 16 reports held by the HER, and some are therefore not fully conversant with the important information commercial contract archaeology is providing for the county. Historic OS maps proved to be the most popular information source which people would like to see added to the resources (AQ35) with over three quarters of users rating it for its usefulness.

Just under half of respondents to AQ23 received their information immediately, while just over a third received their information after only 2-4 days, these results show excellent response times.

The vast majority of respondents (95%) felt the information they received from the HER answered their enquiry adequately (AQ24).

However only just under two thirds (AQ27) felt that the information they received was in a suitable format.

Those few respondents, who were not happy, stated the following reasons -

- As far as churches are concerned there seems to be limited info available. Perhaps there ought to be better liaison with DACs etc to pool/photo copy info
- Difficult to communicate the format/worth or the data without being able to sample it so needed to visit in person
- I was advised that a visit in person was required
- No study of this hamlet has been made until now

Just under half of respondents to AQ36 said they would like to pass information directly into the HER and three quarters of them wanted to do that by e-mail and over half wanted to do that via the internet.

All three stages of the research indicate that an actual HER office is very necessary for those who want a more personal service provided by the HER staff. At the moment both physical space and HER staff time is very limited at County Hall and this needs to be looked at.

Cartographic map layering was discussed in both focus groups and this proved fascinating for all concerned. It was generally agreed that this would be a very useful facility if it was to become widely available.

Schools look to mail shots and event leaflets to find out information for school trips so in order to reduce barriers for schools accessing HER information more events leaflets and e-mail shots should be sent to specific named teachers on an HER schools database. Providing help and support in setting up after school or lunch time clubs with a historical or archaeological content would reduce barriers

## Objective 4: To identify potential audiences/users (particularly those currently under- represented or socially excluded)

This objective is covered by all three stages of the research

In AQ4 the different types of users who responded are identified. Those users that are most under represented are students, school pupils, teachers, and those of different culture. (These were identified from the ethnicity question AQ46).

In BQ7 Non Users are asked if they visit Countryside sites and or Historic sites in Bedfordshire. Three quarters visit the countryside and just under two thirds visit historic sites. This is a substantial amount of people with the potential to need information about the historic countryside.

In BQ12 non user respondents have expressed an extensive list of reasons for what purpose they would use HER information for. One interesting possibility would be to link the HER with the Tourist Information Centre Website so that potential visitors to Bedfordshire could do some back ground research on unique or interesting heritage aspects of the area.

When a cross tabulation is run on ethnicity (BQ24) and (BQ11) would you use the HER in the future there are potentially some new users in the different cultural groups who ticked maybe. In order to maximise this group it is essential to find out what information is within the HER that might be interesting i.e. Brickworks for Italians, shoe manufacture for Polish etc.

Schools are extremely under represented as users of the Beds HER, elements that affect teachers using the HER are lack of knowledge. When told about the various aspects of the HER they are very interested and request more information.

## Objective 5: To identify means to attract these new audiences/users

This objective was covered in all three stages of the research.

BQ18 asks Non User respondents how the Bedfordshire HER could be made more appealing, the following are all the suggestions-

- Advertise I didn't know of its existence until today
- Advertise in local papers X 17
- Advertise in local press/ radio/TV X 16
- Advertise in magazines X 7
- Advertise it X 11
- Advertise in libraries/museums X 6
- Advertise various sites in brief in local publications with info on how to find out more. Target schools/children
- Advertise yourselves locally and worldwide
- Advertising campaign
- Advertising in shops, café, libraries etc. Education talks to schools
- Any information on WWII sites i.e. planes down, destroyed buildings would interest me
- Apart from receiving this questionnaire I did not know it existed
- At areas of historic/ archaeological sites display boards with info on how to look up HER on website
- Better information, demonstration
- By having more information for those not on line
- By implementing all the above (i.e. Q15 and Q17)
- By using and educating the local schools about HER
- Cannot comment because I do not know the scope of the current outreach plans
- Don't bother with it, spend it on something more essential
- Don't know X 9
- Drawing out multicultural issues from held data- e.g. Uarthan contributions, immigration and economic migration- more school outreach
- Ensuring it gets picked up on the first page of a Google search
- Handbook (like National Trust) snappier name
- Have an event X 7
- Having group meetings with HER members
- Home posters, free visits occasionally
- I now have knowledge of HER through this form, a complete information pack would be useful
- Identify its existence on main sign posts etc. Advertise it in Bedfordshire publications delivered to households
- I'm sorry-I don't know-however you have already done both for me-thank you
- Involve families and young people X 3
- It's hard to comment on something I didn't know existed, sorry no ideas
- Keep facts simple. People like to feel part of their heritage

- Leaflet drops X 10
- Local schools talks and use with children X 5
- More publicity X 8
- Advertise the fact that there is a website. X 9
- Other than attaching free condoms to signposts, I cant think
- Perhaps a HER pay card with benefits, such as discounts
- Put info in local guides
- School visits X 9
- Scrap it and keep rates down
- Sell it you people sell every thing that is British , this makes no different
- Sign posts on roads directing you to places
- Simple access via Google when put site address/ query in
- Take exhibitions\ talks to schools
- Tell the public what it is and give some examples of how it may be used
- To publicise more about the history of Bedfordshire in order to teach my grand children
- Town and village trails listing historic buildings and ages and of there used if commercial etc
- User friendly- link to days out in Bedfordshire
- Well covered in Q17
- Word of mouth!

The list above is extensive but the common point is that advertising, marketing and promotion are essential to make the HER more appealing in order to attract more audience groups.

The general opinion gained from the focus groups was that HER information should be free for all general public enquiries and charged for commercial or professional enquiries (as is currently the case).  If an individual member of the general public needed help in researching specific information then a charge could be made for the HER staff time and photocopy costs if appropriate.

Of those who made non commercial enquiries, only just under a fifth would be prepared to pay for future information, so it may not be advisable to charge for anything other than photocopying as it may act as a deterrent.  (AQ29).

Between £2.00 and £5.00 was the most popular fee suggested by respondents who would pay although one respondent would be prepared to pay up to £20 (AQ21).

Schools would be attracted by a better on–line HER(CQ9) that provided interactive games with an educational context, relevant photographs, ready made searches on an on-line HER local knowledge and oral history stories.

**Objective 6: To identify ways in which information can be supplied differently to meet the needs of a range of potential and existing users, thereby providing equal opportunity and equal access for all.**

Just under two thirds of non users would be interested in on-line access to the HER (BQ14). Even those who don't have access to the internet at home would be interested in an on-line HER (19%)

From AQ30 Users were asked what their most preferred method of access would be as well as that of children they had or worked with (AQ32). In both cases this was rated the highest option with two thirds preferring Access to the HER through the Internet.

Both focus groups were asked in what format HER information should be available. It was generally agreed by most non users and some users that there should be one central location where people could go to access the physical aspects of the HER, i.e. record sheets, maps, plans, and photographs as this was still a very important part of "discovery" - to touch and to feel. However books or manuals should be distributed to various Libraries and Museums that should list all the records, photographs, maps etc. contained within the HER. This would act as a point of reference. Individuals would then have the option to access the information digitally via the web or go to the HER themselves. These reference notes or lists of HER content should also be available on line. However, many did not wish to see the HER become digital only.

BQ15 asked respondents what they would like to see included in an on-line heritage resource. The full list can be found in *Appendix 7.2.15* Findings Table 12 The most popular were "information on sites open to the public", "relevant photographs" and ready made searches with over three quarters of the respondents choosing these topics. There was very little demand for "other interactive games"

Other information relevant to this objective can be found in *Appendix 7.9* where the full transcript from the focus groups are set out. Some suggestions were made in the focus groups that any future HER website should also provide information about activities, events and ongoing archaeological projects round the county.

The few teachers that responded to the schools CQ22 survey said it was difficult these days to get groups of students/pupils out into the field due to Health and Safety rules and other regulations. There are also difficulties in obtaining insurance for field trips, and getting enough staff to supervise these trips. It was suggested that HER staff could make a greater effort to visit schools and talk about specific archaeological sites nearby the schools or the students' homes. This could encourage an interest in history, landscape, geology, environment and archaeology in the pupils, and they might visit these locations later in their own time or for a day out with their families.

Another teacher said that schools were very keen for their children to become

involved in local projects. It would be good to be able to go and visit sites and have archaeological staff present to explain what had happened at a particular site.  One teacher said that years 5, 6, 7 and 8 loved filling out the sort of questionnaires you get at National Trust and other heritage properties. If the HER could do something like that then the children would take it to their parents and grandparents, etc. to find out the answers and get other information. The children enjoyed then being able to present their findings at school in class.

Schools would also like to have help with starting up after school or lunchtime clubs connected to history and archaeology CQ15.

In the non user survey, responses to BQ17 indicate the most desirable additions to HER outreach activities to be leaflets about specific periods followed by info & interpretation boards at locations in Bedfordshire and travelling exhibitions.

The following are a few comments from "Any other comments" from both questionnaires that support the needs of both Users and Non users.

- Pleasing that the authority is becoming more proactive in making historic records and information more widely available/ accessible to a wide contact base
- I hope this is going to be online. Possibly with family tree archive information.
- I think it is very important that info concerning our heritage is readily available to all. I certainly support such use of lottery funding
- I would be interested to explore this website
- Interested but getting to old and tired to participate
- It is important that people are made aware that this facility exists in the local area- web based access is also essential
- It sounded very interesting and could be useful to me for research re a book I plan to write- fictional set in this area. I am not from this area so it would help a lot. I think it is a wonderful way of keeping history alive
- More publicity please!
- This is very interesting, I would like to get access to expert help in Neolithic activity in the region, and in particular on the ridge ways routes, an opportunity to meet and discuss the above topics with local experts would be good
- This questionnaires and letter from the council is the first time I have heard the HER exists. I would like to know where the records are stored are how soon they will be available in web format.
- Very useful to those who would use HER
- We would only be interested in accessing information from the internet. Which we will be going now that we know about it
- Wonderful stuff! Many thanks for the heads up! Would definably like to see material in HER available more widely
- Downloadable, instantly accessible online data in a format linking maps/records/features/digital representations is great
- The info held in the HER is of high quality and the knowledge of staff is excellent. This is a valuable resource which would benefit from more

funding and modernisation i.e. Digitisation, database, GIS. Its present contents are difficult to use in paper format.  I have had to transcribe over 400 entries for one project, which took a week. If info had been available digitally, it would have taken a fraction of the time and have resulted in more efficient and accurate work.

- Top quality staff with a real passion and of great help. But more computerisation of records required. Last time it took 1hour of staff time to process a request-excellent info but expensive.

To summarise, there is overwhelming evidence from all three stages of the research carried out that all age groups and user group types would most prefer accessing the HER by on-line means, but that there is also a need for the HER to be in a better physical location where people can go and look at the information themselves, and if they wish, be able to seek advice and help from the staff of the Heritage and Environment Service.

**Objective 7: To identify the demand or market for taking the HER into the community through displays, road shows or other means.**

BQ 17 and CQ11 both asked non users and schools which outreach activities they would be interested in.

The full options can be found in *Appendix 7.2.17 and 7.3.11*.  The most popular option for non users was "leaflets about specific periods, monuments or parishes in Bedfordshire".   As there were only 18 responses from Schools it is not statistically viable but out of those who did respond the majority wanted "Talks to be given in schools" followed by "Teacher's resource packs".

The least chosen option by non users was "Workshops on how to use the website" and the least chosen by Teachers was "Information and interpretation boards at areas of historic and archaeological significance"

The focus groups also backed up the desire for exhibitions and history groups for school children, guided walks and village displays boards.

## Objective 8: Identify ways of developing the educational role of the HER.

Unfortunately there was a very poor response from the Schools survey even though they were surveyed on two separate occasions. However 18 questionnaires were received and the data they produced will be displayed from a qualitative perspective.

The qualitative comments made by teachers are examples for the kind of support that teachers would like from the HER and its staff.

- Expertise
- Funding for outside speakers, trips to archaeological digs, funding for resources that could be used in
- How to run one & types of activities (we are a lower school)
- Ideas about local history activities
- Interested but there are time constraints and only a couple of members of staff to deliver.
- Not sure
- Qualified adult taking club without the requirement for a teacher to be present
- Someone to come in to advise us & give relevant support.
- Teacher guide resource
- Would need to know what's available, then ask the pupils if there's any interest

The following comments are suggestions of how the Historic Environment Record could make itself more accessible to schools?

- Access to information on line.
- Flyers
- Information
- Internet
- Knowing where it is and how to access via leaflets
- Mail shots of what is available, where and how to access it.
- Make teachers aware of it.
- More information
- Provide us with more information and make service relevant to our children
- Regular e-mail newsletter?
- website

A couple of teachers expressed the following views –

- Always willing to take part in a wide range of activities when we are aware of them.
- I look forward to learning from you

The following comments come from the non user survey "Any other comments". They highlight individuals perception of the HER and its connection with education.

- Thirty five years ago in my previous teaching career I think the HER would have been a very useful resource- now probably just of interest.
- As I am now enjoying my recovery period I would be happy to help HER in anyway I can. My four grandchildren who have university qualifications are anxious that I put my old experienced to use now I'm well.
- Bedfordshire is a beautiful county with lots of history that appears to be kept very local- to be able to access information about historic Bedfordshire easily would be great. It will mean great days out with children discovering more about the county that we live in.
- Best wished for us all
- Great to hear the HER is getting some additional funding and publicise and make better access to its service. Surprised that I have not heard about the service, despite being an Archaeology graduate and working in a museum! Opportunities for "cross- domain" advertising e.g. On Bedford Museum brochures/ web-links. Educational opportunities- how about bringing resources out to the lower schools on "houses and homes" year 2?
- Heritage service is no good if kids know nothing of our history. Tell it in lower schools almost like fairy tails- the tragic story of Catherine of Aragon living near Houghton Regis for instance James I and Richard II could be worked into sex education. Lessons as a dire warning what happened to Piels Gareston- don't tell me- you've never heard of him!!!
- Hope this is going to be online. Possibly with family tree archive information.
- I didn't know that HER existed while I studied Archaeology A level at evening class. Even then, access seemed difficult. The office so small, not much room for too many public at one time.
- I love our past years written little booklets about Ampthill and my family. These are in the Bedford museum. Also one on World War II in this once. I have found that interest comes as people get older and increased over the years
- I think it is very important that info concerning our heritage is readily available to all. I certainly support such use of lottery funding
- I think this would be for the younger generation to learn where there roots are from; it is also good to look back on the history.
- Sometimes facilities such as 'HER' can come across as too 'high brow' so families may not use them. Key to increasing use is to appeal to the majority by focussing on popular aspects;-historic battles, local folklore, artefacts. At the actual site it is essential that clear, in depth info is provided to maintain interest. Is this info readily available to university students? More in depth info relevant here.

Certain older age groups may not readily use such HER information due to the national curriculum leading them towards the study of world history. However, there is always the possibility of linking world history back to local history.

Primary school pupils would be very keen to use the information on the HER to do research on their local villages and towns; however, it was noted that entry to and use of the HER must be tailored to their particular age group and therefore to their study level.

One teacher suggested the HER could run a local quiz and the children could do this as part of their homework.

Concerns were expressed that if the HER site wasn't publicised to Bedfordshire's schools; it would just 'sit there' and not get used at all.

## Objective 9: Examine possible partnerships with other County Council groups or external organistions to provide joint access or gateways to information

This objective was mostly covered in the two focus groups. Specific groups contacted for the non user survey were; schools, parish councils, museums, amenity groups, ethnic organisations and the general public. There was extremely poor response from schools and ethnic organisations

The following comment is from the Non User questionnaire under "Any other comments"

- I shall like to receive your literature so that I can pass it on to the Parish Council. Three of our members belong to the Parish Paths partnership, and go on very long hikes when on holiday. I have been on the Parish council for 29 years, and have tried to resign twice in the past 4 years, but the other members persuaded me to stay on. I can still walk all around the villages when they are at work, to check if anything needs attention, and I get a lift to the District Council Meetings if matters important to us are to be discussed

- You should be able to attract more tourists through this initiative= more revenue for local economy= more funding for upkeep of historical sites. Thank you

It was also suggested in the focus group that Tourist Information Centres should be made aware of the HER, so they could help to pass on unique historical information to visitors planning a trip or holiday in Bedfordshire that included the Heritage and history of the county.

The HER should perhaps explore the establishment of links with those higher education establishments in the county and in the surrounding area that run archaeology or related subject degree courses.

The discussion at the focus groups which had landscape historians, land management specialists, or ecology professionals attending emphasised the important role the HER has to play with modern countryside management practice, to the benefit of the historic environment and local communities. The HER should promote its information and services to organisations such as, for example, the Farming and Wildlife Advisory Group (FWAG), Bedfordshire Groundwork Trust, and the National Farmers Union (NFU).

The HER should also explore the potential for links from the HER database to other regional and national archaeological and historical websites and databases, and the potential for collaborative projects. The University of the Third Age was mentioned several times as a group that would be very likely to want to use the HER.

**Objective 10: Draft an outreach plan consistent with County Council's strategies and policies and identify priorities for action.**

This is covered in the Section 5.0 – The Audience Development Pan.

**Objective 11: Assess resources (staff and money) required to implement the outreach strategy.**

Recommendations are covered in Section 6.0 - The Access Plan.

# 5: Audience Development Plan

This section shows how the Audience Development Plan is to be structured. It sets out the objectives that must be achieved in order to establish a successful audience development plan. It draws upon all stages of the audience research.

## 5.1: Potential audiences and priority audiences

All potential audiences and priority audiences to be targeted were identified through all stages of audience research. These are:-

- Archaeological consultants and contractors
- Architects, builders, developers and Land Agents
- Ramblers and other specialist interest groups
- Educators within primary, secondary, further and higher institutes
- Amateur historians and amateur archaeologists
- Professionals working within land based enterprise or conservation
- Libraries and Archives
- Parish councillors, Parish Clerks and parishioners
- Ethnic minority groups
- Land owners - commercial, private and leisure
- Children and young adults
- Retirees

## 5.2: HER objectives for the audience development plan

- Inform and educate other Bedfordshire County Council staff about the Heritage and Environment Service and the Historic Environment Record with a view to promoting the service from within.
- Design different promotional leaflets or information sheets that will show the different user groups how the HER can be relevant to their needs.
- Translate leaflets and information into languages where appropriate.
- Give talks to other organisations and institutes to encourage interest in the HER. This should include talks to the ethnic minority organisations where a relevant interest link needs to be established.
- Contact the Ramblers Association with a view to linking information form the HER to their web site.
- Contact History and Geography teachers in local education institutes with a view to passing on literature about the HER.
- Consider holding a series of talks and demonstrations at schools and colleges during class time about the HERs content and how to use it.
- Design an on-line feedback questionnaire for the HER to monitor the use made of it by different user groups.
- Establish a mission statement that can be used in promotional material.
- Organise a mail shot of this promotional material to all potential new user groups.

- Place a series of adverts within parish magazines in order to reach one of the larger potential audiences in the county, retired people, and those with time to spend on research into local history or archaeology.
- Maintain the quality of service of the HER by establishing means of revenue generation, which can in turn help to maintain the HER.  These might include charging visitors to the HER for assisting them with research, and charging for photocopying and printing.
- Improve the accessibility of the HER through improved use of information technology.
- Obtain permission to place hyper links for the HER on like minded or similar websites for example the Council for British Archaeology, Rescue, English Heritage, the Ramblers Association, and other conservation, archives and family history websites etc.
- The National Trust (NT) has one of the largest Historic Environment Records in the U.K.  When it becomes available on-line it would be desirable to have a hyperlink on their website.
- It may be appropriate to run travel shows and mobile HER workshops in conjunction with the local museums and libraries, and local English Heritage and NT properties, to publicise the Record's existence and content and to help promote access to heritage information.

## 5.3: Audience development plan

This section of the report uses the findings of the audience research.  The research is placed under the following headings that are taken directly from page 6 of the HLF booklet – Audience Development Plans.

### 5.3.1: Description of the heritage site, collection or item (the Bedfordshire HER).

Please refer to Section 1.1. above where the Bedfordshire Historic Environment Record is described.

### 5.3.2: Aims of the heritage site, collection or item (the Bedfordshire HER).

The United Kingdom benefits from local government and other organisations' maintenance of some of the most comprehensive Sites and Monuments or Historic Environment Records available for study and research anywhere in the world.  Although most were originally compiled for professional purposes they are now available for consultation by all.

In recent years there has been a desire to improve access to these very diverse Records, both individually and across organisational boundaries. The diversity of standards and access arrangements has led to the formulation and implementation of benchmarks for the management and content of HERs at a national level. In addition, initiatives such as the English Heritage National Monuments Record Centre and National Trust's common access agreements have helped to meet the growing demand for historic environment data from a variety of interest groups in mainstream education, specialist clubs and societies, and from individuals pursuing their own specific interests.  There is

now an onus on local Historic Environment Records to improve access also and to widen audiences in order to achieve the nationally set benchmarks.

The challenge presented to custodians of such Records is to identify clearly the types of user, their needs for data and their means of access to it. This process of identification has been helped by ongoing developments in information technology, but the requirements of the final audience are paramount in formulating policy and operational priorities.

To this end Bedfordshire County Council wish to develop and promote their Historic Environment Record. The project "Exploring Bedfordshire's Past" offers the Bedfordshire HER the opportunity to enhance its role as the primary source of heritage information for the county. The project aims to increase public access to, awareness of, and contact with the HER by broadening physical and remote access to the information it holds.

Physical access to HER information would be increased through the provision of a better dedicated workspace for HER enquirers at County Hall in Bedford. Archaeological information should also be taken out into the Bedfordshire community using moveable displays, stalls at non-archaeological events and joining in new co-operative ventures with local groups, museums and other institutions.

Remote access to information should be provided through the internet via a searchable, on line version of the HER. This will enable a wide variety of consultees to access archaeological information and would be supported by a wide range of high quality colour thematic leaflets and display material. Leaflets should be made available at a wide variety of public locations but all of the material should also be available to view and download on an Exploring Bedfordshire's Past website. However, to achieve this will require more of the Record to be made available digitally than at present, including the creation of interpretative and readily understandable summaries for all sites and features included in the Record based on the current complex information held in a variety of media.

Through this project, and following on from it, it is hoped that the HER will develop into a multi-functional resource that it has long had the potential to be.

### 5.3.3: Evidence of the consultation carried out (by the Bedfordshire HER).

The current audience research was carried out by the MRG. Only limited previous audience research for the HER has been undertaken by Bedfordshire County Council.

### 5.3.4: Analysis of current audiences (of the Bedfordshire HER).

The audience research carried out by the MRG has identified that there are a variety of audience types currently using the HER. A full list of user types can be found in Table 7.1.4.

From responses to the questionnaires MRG's research suggested that no school

children were using the HER and very few teachers.

### 5.3.5: Analysis of the barriers to involvement.

Current research has identified that the main barriers to involvement are lack of knowledge of the very existence of the HER, a lack of knowledge of its full content and potential for research, and a lack of perception of its relevance to all or any new user groups.

This is particularly evident in the lack of enquires to the HER from a wide range of interest groups, including ethnic minority groups resident in Bedfordshire. In this instance, the research has identified that the lack of enquiry is due to the fact that this potential user group has not been informed of the relevance of the HER to their culture or their areas of interest.

All these factors act as barriers and will need to be addressed. A full analysis of barriers to access to the HER and its offices can be found in the Access Plan.

### 5.3.6: Assessment of the potential for audience development.

There is huge potential for increasing audience numbers for the HER. The two main ways of achieving this are by promoting its existence and by publicising what it contains. This promotion of the service has a dual role in practice, because by informing wider audiences of the HER's content, one also improves its chances of enabling audiences to recognise or identify the HER's relevance to their own interests, views or cultural identity. The findings of the research into potential new users (detailed in Section 7.2) support the premise that residents of Bedfordshire would wish to find out more about the HER, and indeed would possibly use it in the future.

When Broadband is available to the whole of Bedfordshire it will increase the audience potential for access to the on-line aspects of the HER, provided it is designed and marketed correctly.

The increased exposure to the subjects of archaeology, history and family history research on TV and in the media may well automatically increase the use of the HER by the general public. However, to achieve maximum use by the public they must be made aware of the HER's existence and encouraged to access its information. In particular, the perception of some that the HER can only be used by professionals must be corrected.

### 5.3.7: Objectives for audience development with priority audiences and measurable targets.

The potential for gaining new audiences for the HER has been established by the research carried out by the MRG. The following points are objectives which would combine to fulfil this potential.

- Inform and educate Bedfordshire County Council staff about the Heritage and Environment Service and the HER with a view to promoting the service from within.

- Design different promotional leaflets or information sheets that will show the different user groups how the HER can be relevant to their needs.
- Translate leaflets and information into other languages where appropriate.
- Hold talks at other organisations and institutes to encourage interest in the HER. These should include talks to ethnic organisations where a relevant interest link needs to be established.
- Contact the local archaeological and historical societies, and countryside groups such as the Ramblers Association, with a view to linking information from the HER to their web sites.
- Contact History and Geography teachers in local education institutes with a view to passing on literature about the HER and informing them of its content.
- Create information packs designed to specifically target the different user groups i.e. teacher study aid packs and leaflets translated into different languages for the ethnic minorities in the county.
- Consider holding a series of talks, workshops and demonstrations at schools and colleges during class time about the HERs content and how to use it.
- Contact the Country Land Owners and Business Association (CLBA) with a view to reassuring them as to the integrity of the HER and protecting any sensitive data.
- Design an on-line feedback questionnaire for the HER to monitor the different user groups accessing its information.
- Design an access page on the new HER website that allows all users to register before they access the HER. This will allow for the monitoring of user types as well as the type of information they are accessing.

**5.3.8: Action Plan to achieve the objectives for each target audience.**

The following section is an action plan for targeted audiences that have been identified as potential users of the HER. Also to be presented in this section is Objective 11 of the project where it stipulates that it is necessary to assess resources (staff and money) required to implement the outreach strategy, this has been set out briefly in an Action Plan Table.

Archaeological consultants and contractors, architects, builders, developers and Land Agents

This is an audience that is already using the HER but which would benefit significantly if its information were to become available on-line. On-line access to the HER needs to be designed with their needs in mind. Further discussion with such agencies will benefit both parties when it comes to information provision and information retrieval.

A system for paying which allows such agencies unfettered access to all the information they need must be set up. Different payment options that have already been suggested are the setting up of internet accounts into which you pay monthly for unlimited access or a "pay as you go" system, with log in codes or membership numbers.

Educators within primary, secondary, further and higher institutes

The HER must link into the national curriculum. The most obvious educational subjects are Geography and History but the teaching of other social and science based subjects would also benefit from the information that could be provided by the HER.

Again, promotional material must be designed to highlight areas where the HER can really benefit each subject and must be suited to use by teachers and lecturers as well as by children and young adults.

Amateur historians and amateur archaeologists

Many of these interest groups are already aware of the information within the HER, but on-line access as well as greater access to the staff who maintain the HER, would benefit them enormously. They would also benefit from open forums and talks held by the HER to further educate them in new or relevant subject areas.

Ideally these amateur groups would pass new information on to the HER, and perhaps a volunteer system could be set up to help co-ordinate this data transfer.

Professionals working within land based enterprise or conservation

Landscape management and countryside volunteer agencies in Bedfordshire already benefit from having access to the HER so that they can build up a picture of how land use has evolved in their area of interest. This needs to be maintained and enhanced in order to assist their Project Management and to help enthuse locals within the area who might then become more involved with

local projects.

## Libraries and other archives

Access to the HER on-line at Libraries would greatly reduce any physical barriers to individuals' access to the HER. Public Libraries and Archives have to have disability access and they also provide free access to computers. Their staff could help promote the HER and educate people as to what can be found within it.

## Parish councillors and clerks

This group includes a mixture of potential user groups, educators, retirees, land owners and local residents, etc. Participants are heavily involved in the dynamics of parish life and routine, and promoting the HER to this group would have a far reaching affect. In this context, the fact should be emphasised that the HER can be used to better inform development and other land use and landscape change, as well as to conserve the historic environment.

## Ethnic minority groups

The survey results indicated that there was little or no use of the HER by any ethnic minority user. Steps must be taken to inform and promote the HER to such groups by first ascertaining their views and feelings about heritage and culture, and then by establishing and developing relevant links between their views and interests and the content of the HER. Visits by HER staff and leaflets translated into relevant languages could highlight these links and publicise the HER, but the latter would have to be widely distributed if a significant audience is to be developed. The links, once established can be enhanced through community education as well as through the national curriculum. If second and third generation children can integrate more freely with the culture of their adoptive county by studying subjects that include local information within the HER, then this information may flow back up through the generations.

## Land owners - commercial, private and leisure

Promotion of the HER to these groups could provide revenue for the HER. Leaflets could promote the ability of the Bedfordshire HER to provide information on the historic environment and to print off annotated maps detailing archaeological sites, aerial photographs, historic field boundaries and other archaeological and historic land use data, etc. This would be an expansion of what is already provided to those farmers drawing up farm plans for DEFRA's Environmental Stewardship Schemes.

Landowners could also be encouraged to use information from the HER to conserve and protect known archaeological sites, or to help develop areas of land for other uses that might benefit archaeological sites of more local interest, or which might benefit the local community.

## Children and young adults

See the comments in the section above, which look at educators. Also study

packs or on-line demonstrations should be designed and produced to help all users navigate their way around the HER.

## Retirees

See comments covering parish members above.

## Others

Make direct contact with all those individuals, organisations and agencies that did not respond to previous surveys, and educate them on the relevance of the HER to their particular field of interest.

The following table is an action plan for the different groups identified in Section

## Action Plan Table

| Actual/potential Audience | Barriers | Key solutions | Resources/Material | Costs |
|---|---|---|---|---|
| Archaeological consultants and contractors, architects, builders, developers and Land Agents | Lack of full on-line access to HER and other archaeological data | Provide on-line access to archives and all recorded information with access fee that helps finance the department. | Full on-line services, extra staff, promotion liaison officer | Staff time and advertisement fee £2,500 Education/liaison Officer Post £15-18,000 |
| | Lack of knowledge of full content of information held by Beds HER | Promote content of Beds HER archives<br>Hold walks and talks | Printing Leaflets, mail shots, e-mails, | Leaflet A5 x 3 full colour, 20,000 copies design & print £2,7000, large print version A4 x 3 1000 copies design and print £800; Braille £25 per leaflet |
| | Restricted access to physical aspects of heritage data held by Beds CC HER | Improve walk in access to Beds HER offices promote alternative parking | Signage, Office space, desks, photocopy machines, tea making facilities, maps photographs | Signage Computer £2,000 Scanner £900 Copier £ |
| | Perception of where the HER fits in respect of Beds CC | Provide material to explain where the HER fits into Beds County Council & come up with a helpful name for the HER | Printing, Leaflets, promotion, advertising | Staff time, telephone + post |

| Actual/potential Audience | Barriers | Key solutions | Resources/Material | Costs |
|---|---|---|---|---|
| Educators – primary, secondary, FE & HE institutes | Lack of knowledge of services Beds HER can provide in outreach activities | Mail shots by e-mail to promote full range of outreach events and activities | Leaflets, event timetables | Mail shot to all schools £500 |
| | H&S and travel to events for schools | Design work/study packs that can be used on schools sites, provide a mobile service to demonstrations at school premises. Study packs for doing a dig in the school grounds. | Staff time, research time, printing, distribution | Staff time, photocopying, laminating £500 |
| | National Curriculum constraints | Tailor made and off the shelf study packs linked to NC. | Staff time, research time, printing, distribution Staff time | Staff time, photocopying, laminating £500 |
| | Time constraints – lesson length | On-line work shops quizzes, interactive games to educate, ready made searches and photograph archives. | Staff time, research time, collating photographs | Staff time |
| | Lack of time/ interest from teachers | Create fun exciting dynamic easy to teach work packs. Have staff come in to schools and talk about their job | Staff time, research time. Printing, distribution | photocopying, laminating £500 |

| Actual/potential Audience | Barriers | Key solutions | Resources/Material | Costs |
|---|---|---|---|---|
| Amateur historians/ archaeologists | Lack of Intellectual comprehension of detailed archaeological reports etc. | Have dedicated Beds HER staff that is skilled in explaining archaeological jargon.  Desire for thematic information and bespoke searches. On-line mapping to show change over time with maps and photographs | Staff time, research time, web design. | Educator/liaison officer Staff time |
|  | Lack of knowledge of what information Beds HER  holds | Publish lists of what Beds HER holds, place in libraries, schools, colleges local societies.  Hold walks and talks and exhibitions to promote archaeology | Printing, distribution, Staff time | Staff time, Post, printing promotional literature £300 |
|  | Perception of where Beds HER fits in respect to CC | Provide material to explain where Beds HER's fits in County Council & come up with a helpful name for the on-line HER | Leaflets, printing, educate existing Beds staff to promote internally | Staff time |
|  | Lack of computer and IT literacy skills | Provide training at libraries for staff to show people how to access info on-line. | Staff training | Staff time |

| Actual/potential Audience | Barriers | Key solutions | Resources/Material | Costs |
|---|---|---|---|---|
| Professional in land based enterprise or conservation | Lack of full on-line access to HER and other archaeological data within HER | Create an on-line HER and promote the name. Charge for commercial access. | Web design and staff time | Staff time |
| | Perception of where Beds HER fits in respect of CC | Provide material to explain where Beds HER fits into County Council | Printing promotion material/leaflets. Branding of Beds HER and its website and on-line access | Staff time, Post, printing promotional literature £1,000 |
| Libraries/other archives | Lack of full on-line access to HER and other archaeological data | Ensure all local libraries have information about Beds HER and its heritage info and how to access it on-line | Staff training, printing leaflets and distribution | Staff time, post, printing |
| | Lack of trained library staff to advise on how to access HER or other information at Beds CC | Roll out an education/training programme to ensure there are staff who can help access HER information | Staff time | Staff time |
| Parish councillors and clerks | Lack of on-line access | Create on-line access | Staff time, web design | Staff time |
| | lack of knowledge of how much info is contained within HER | Create links with Parish Council through Beds HER website. Hold walks talks and exhibitions. | Staff time, event planning, hiring event location/building | |
| | Possible lack of computer and IT literacy skills | Provide staff to help with searches both physically and over the phone | Staff time /training | Staff time |

| Actual/potential Audience | Barriers | Key solutions | Resources/Material | Costs |
|---|---|---|---|---|
| Ethnic minority groups | Lack of published material directly linked to the different ethnic groups. | Create tailor made information leaflets that highlight the links between their local area and what brought them there e.g. industry, production manufacturing, war, education | Staff time, research, training, Recruit liaison officer | Staff time |
| | Fear and suspicion. | Breakdown barriers by creating tailor made events in areas with significant ethnic representation encourage family participation | Recruit liaison officer, event planning, research | Staff time |
| | Language, culture barriers. | Ensure staff are aware of risk areas in cultural differences e.g. dress, religious beliefs | Staff training | Staff time |
| | Lack of leaflets in foreign languages | Print leaflets in the main languages of the different ethnic groups | Printing material, recruit translator/ interpreter | Staff time + £2,000 |

| Actual/potential Audience | Barriers | Key solutions | Resources/Material | Costs |
|---|---|---|---|---|
| Landowners | Lack of on-line access to OS, tithe, and estate maps. Archaeological reports | Create on-line access | Staff time, training | Staff time |
| | Lack of knowledge of info held by HER | Set up database and mail shot landowners about relevant info and events | Staff time, training | Staff time |
| | Lack of knowledge of archaeology on their land | Encourage strong links with landowners to help them understand the archaeology of their land better | Staff time, training | Staff time |
| | Fear / Suspicion | Help landowners understand archaeology better and help breakdown barriers between them and metal detectorists | Staff time, visits to private landowner sites. Data collecting | Staff time |
| Children & young adults | Lack of on-line access, lack of knowledge of what information HER holds | Create on-line access | Staff time | Staff time |
| | Lack of interest/understanding | Design fun interactive education games for on-line access. Dressing up events and hands on activities. | Staff time, research, event planning | Staff time |
| | Competition form other interests | Prepare archaeology events (fun and educational), light hearted and interesting e.g. re-enactments. | Event planning, research, staff time, promote exhibition/event | Staff time + £700 |

| Actual/potential Audience | Barriers | Key solutions | Resources/Material | Costs |
|---|---|---|---|---|
| Retirees & others | Same as parish members, possible lack of IT and computer skills to access on-line. | Provide better direct physical access to all information held by HER. Leaflets for each historic period explaining where info can be physically seen and researched. | Better office space, staff time, equipment, printing material, computers etc | Staff time, photocopying, drinks vending machine £850 |
| | Disability issues, age, sight, health for accessing physical aspects at HER offices or outside events | Provision of literature in large print, Braille. DVD's, recorded stories, photographs. Promote sites open to the public with description of disabled facilities. | Printing, Publishing audio material, Promotional material | Leaflet A5 x 3 full colour, 20,000 copies design & print £2,7000, large print version A4 x 3 1000 copies design and print £800; Braille "25 per leaflet |

# 6: Access Plan

This section shows how the Access plan is to be structured. It sets out the objectives that must be achieved in order to establish a successful access plan. It draws upon all the stages of the audience research.

The following headings are related to page 4 of the HLF booklet – What is an Access Plan?  The full Access plan is under section 6.4.

## 6.1: Summary of barriers to audience access

Users and non users of the Bedfordshire Historic Environment Record currently suffer barriers to access under all of the following headings:-

| Organisational | There is very little promotional material advertising the Heritage and Environment Service and Historic Environment Record and many people still believe that data held by County Councils is for internal use only. Opening hours are weekdays and standard office hours only by appointment. |
| --- | --- |
| | There can be difficulties parking at County Hall with limited numbers of dedicated visitor and disabled spaces.  A Park and Ride service operates from the south side of the town including a stop at County Hall. |
| Physical | The Heritage and Environment Service is located within County Hall on the 5$^{th}$ floor with the Historic Environment Record housed in a separate but dedicated room.  Besides the Record itself only two desks and one computer terminal are provided for visitors. There is no space for expansion in the current room and it is difficult for wheelchairs to manoeuvre around. |
| | Disabled toilet facilities are only currently available on the ground and fourth floors although installation on all floors has begun.  Lifts  provide access to all floors, the main set providing automated voice guidance and controls at a low level . |
| Sensory | There is no sign-posting to the HER within County Hall but this is unnecessary as visitors always have to be met at Reception and accompanied around the building for security reasons.  There is no provision in the HER room for those with hearing or visual impairments such as an induction loop or large text screens. |
| | Apart from that provided on the County Council's website there is very little promotional material for the HER let alone in a variety of formats or languages. |
| Intellectual | Much of the data held within the HER is of a technical and |

| | specialist nature with no summary descriptions or interpretation provided. Assistance often has to be provided by staff to explain it to laymen. |
|---|---|
| Social & Cultural | Lack of knowledge of the service and its relevance to all users, particularly those within ethnic minorities, given the lack of promotional leaflets translated into appropriate languages or provided in other formats. |
| Financial | There are no significant financial barriers. Private, non-commercial enquiries are free, other than minimal charges for photocopying costs. |

## 6.2: Priorities for increasing audience access

There is a huge potential for increasing HER audiences. The following bullet points identify the priorities for increasing audience numbers.

- Educate Bedfordshire CC's internal staff members to promote the service from within.
- Establish contact and links with tourism partners, especially Tourist Information Centres, to promote the use of the HER to inform visitors of historical and archaeological aspects of the areas they are interested in. This would promote the HER as a research tool that can add value to holidays and visitors could research aspects of the areas they are interested in.
- If the HER is to remain in County Hall more space is needed to house its archive, and to improve physical access to its records, maps and photographs.
- Any improved facilities for housing the HER must have good lighting, disabled access, adequate space, computers, photocopying and printing facilities, plotters and a reference section.
- Produce leaflets and other promotional material to advertise the HER and its content.
- Leaflets should be produced and translated into relevant languages to reduce social and cultural barriers.
- Leaflets must be tailored to different user groups to highlight the relevance of the HER information to them specifically.
- Local archaeological and historical societies need to be made more aware of the HER and its content.
- There is a high level of service currently provided to existing users of the HER. This service level needs to be maintained, and the reputation of the HER will thereby grow by word of mouth.
- If possible more staff need to be available to help people with research or give advice when the HER office facilities are improved.
- More of the manual HER content needs to be digitised and made available through the computerised HER, including summary, interpretative, descriptions.
- The current ability to search the computerised HER should be enhanced to cross reference within a multifunction search facility, i.e. people should be able to locate monuments, objects, buildings, maps, photographs and information, via a specific named location, a specific period or date or specific name, and easily obtain all relevant information.

- The HER should be made available online through the internet.
- Links must be established at an early stage with other like minded or relevant websites e.g. the National Trust, national and local archaeology sites and other HERs.
- The HER needs to be better promoted to the potentially large retiree audience.  They have the time and interest to use the HER extensively.

## 6.3: Action plan for improving access.

The following bullet points are general points for improving access -

- Locate improved facilities to house the physical aspects of the HER archive and appropriate research equipment, including computers, plotters, printers and photocopy machines.
- Write a mission statement for promotional material and widely distribute.
- Prepare and digitise additional material for the computerised Record, in particular summary descriptions.
- Design a suitable search facility within the HER for on-line access.
- Maintain high standards of material within the HER and check the provenance and accuracy of new data.
- Maximise promotion of the HER by linking in with all available on-line archives and websites of like minded interest groups.
- Make sure staff remain available to answer queries in the HER offices as now and in future make them available to assist in searches carried out on-line.
- Identify all possible interest groups and design advertising material to promote all aspects and services provided by the HER and its staff.
- Make the HER secure from those who may abuse sensitive data, and reassure landowners affected by the freedom of access to such data.
- Monitor information going into the HER for libel, or inappropriate references.
- Monitor feedback from all user groups via on-line survey, e-mail survey, or a postal survey using an enquiry form sent to those who still request HER information remotely rather than by computer.

## 6.4: Access plan

The HLF will support "research and planning work to improve the physical and intellectual enjoyment of heritage data, such as an access plan."

This section draws upon the audience research findings of the report and is related to the original objectives for the Access Plan, detailed in the original briefing document.

The Access Plan is structured following the recommendations and suggestions on pages 4 & 5 of the HLF document - Developing an Access Plan. They are as follows:-

### 6.4.1: Organisation policies, practices and procedures relating to access.

Bedfordshire County Council has no formal overall policy on access, but is concerned with broadening access and inclusion and has produced a suite of

policies, statements or strategies to achieve this.

The County Council's Corporate Plan includes eight key objectives, one of which is "fostering inclusive communities". This aims to "provide services that contribute to the development of a fair and equitable society and involve individuals and communities. We value the diversity of Bedfordshire's population and the contribution this diversity makes to the rich tapestry of our County's culture. We value local culture and environment as a means of making people value a sense of community and we see the quality of life directly affecting the quality of community. We see the use of information technology and delivery of services, using electronic means via the internet, as offering potential to increase the sense of community". Improvement priorities include promoting social inclusion, improving equality of opportunity and improving adult and community learning provision and there are ties to a Community Strategy.

Other relevant documents include Bedfordshire County Council's:
- Social Inclusion Strategy
- Equal Opportunities Policy Statement
- Policy for Providing Equal Access to Printed Information
- Comprehensive Equality Policy
- Race Equality Scheme
- Learning Inclusion Strategy 2004-9
- Customer Service Strategy

Bedfordshire County Council complies at corporate level with relevant Acts such as the Disability Discrimination Act (1998) and the Freedom of Information Act (2000). The latter became law in 2005 and the Council has already made arrangements to ensure full compliance with the Act.

Although many members of the general public have discovered the Bedfordshire HER, improvements could be made to ease the process by which potential new users can locate the service. Some new users had difficulty in finding out which County Council departments are likely to hold heritage data.

It was evident from comments made by respondents to the surveys that some staff at Bedfordshire County Council need to be better informed about the HER and its location. This applies to its Directorate and physical location, and will also apply to any on-line location, and any other improved facilities it may gain.

Commercial respondents are prepared and accustomed to paying for time spent gathering HER information. Non-commercial users are much more reluctant to pay for such a service, though if they were made aware of the high quality of data they could receive or access, they might possibly be more prepared to pay in future. But generally it was considered that charging the general public would act as a strong disincentive to use of the HER.

## 6.4.2: Legislation and statutory requirements relating to access including Disability Discrimination Act or building regulations.

To consider the impact of legislation such as the Data Protection Act (1998), and

the Freedom of Information Act (2000), which became effective on 1<sup>st</sup> January 2005, on any of policies to be adopted by the access plan?

The Heritage and Environment Service and the HER comply with all legislation enforced within the County Council, including the Data Protection Act. The HER records user names and other details, but must ensure that such information is not passed on to third parties without their consent, and, on request, it must inform individuals what personal information about them is held by HER.

Under the Freedom of Information Act 2000, individuals are given a general right of access to all types of recorded information held by public authorities. From January 2005 any person who makes a request to a public authority for information must be informed whether the public authority holds that information and, subject to exemptions, be supplied with that information.

In order to help everyone gain access to the information they require, the Freedom of Information Act requires all public authorities to adopt and maintain a publication scheme. Bedfordshire County Council has submitted its Publication Scheme annually for approval by the Information Commissioner and its current Scheme is published on its website http://www.bedfordshirecc.gov.uk This sets out the classes of information that it publishes or intends to publish, how the information is made available, and whether it is available free of charge or upon payment. The HER and the nature of its archive is briefly detailed within the Scheme.

Bedfordshire County Council and County Hall complies with the Disability Discrimination Act at a corporate level. At the Unit level, the HER offices would be unlikely to comply if assessed as an individual entity. It is therefore recommended that any dedicated room or improved facilities provided for the HER should comply fully with this Act.

The results of the research showed that access to the HER affected by disability was very low. However if access to a bespoke HER research area was made available then it is likely that more visitors who did suffer from mobility, visual or other sensory disabilities would have a greater opportunity to use this service.

### 6.4.3: Description of the heritage site including maps, plans and photographs.

Bedfordshire County Council's Heritage and Environment Service, and therefore the HER, are services provided within the County Council and are not a heritage site.

Please refer to Section 1.1. in which the Bedfordshire Historic Environment Record is described.

### 6.4.4: Description of current access arrangements and possible improvements.

Current physical arrangements and access are incorporated in the next section.

The current preferred option for users of the HER in Bedfordshire is for them to visit and gather information for themselves with staff assistance as appropriate. If it is not possible to visit, or if enquiries are of a straightforward nature, written, e-mail or telephone enquiries can be dealt with. Response times to remote enquiries are good.

There is a definite desire for HER data to be available on line. Some other HERs in England provide direct access to their databases, and commercial audiences in particular would benefit from this type of access, both in the speed of access to the information and by the time saved travelling to visit the HER.

Access to the HER would be improved significantly if a computer terminal could be provided at libraries and museums throughout the county.

The HER would benefit significantly if the area currently housing the HER could be increased in size. This is borne out by the research findings discussed in section 7.1, where respondents to the survey were asked what other facilities they would like the Bedfordshire HER to provide and currently there is not the space to do this, e.g. to provide more desk space.

Interestingly, a significantly high percentage of respondents thought that a Lecture Series could be offered by the HER as an additional service. This finding was borne out in subsequent research, and some focus group respondents involved with amateur historical or archaeological societies suggested they would benefit from staff of the HER attending their evening meetings, or running sessions where people could seek advice or information on finds. These could be run in the format of an Antiques Roadshow.

Bedfordshire has a high percentage of Internet users including many who already have access to Broadband. BT expected Broadband to be available to all those who want it by the end of 2005, thereby increasing the potential HER audience still further. The current figures are higher than the national average and this may in part be due to the relatively prosperous and urban nature of the county, as well as, in its more rural areas, to a wish by some residents to lessen any feeling of remoteness by improving their IT access and skills.

Many local education centres and colleges offer very good free courses in computer skills and use of the Internet. Older age groups are also taking up these courses to keep apace with children and grandchildren, for both communication purposes as well as educational purposes.

Some respondents or focus group attendees were already aware of simple map technology like Multi-Map, Mappy and Get Mapping etc for route planning for journeys or to locate an area. If information in the HER could be located using similar search methods, i.e., by "postcode" or "area name" it would be a familiar search technique, and people would find it easy to search an on line HER.

**6.4.5: Description and analysis of the current barriers to access.**

The following section describes the extent of current access to the Bedfordshire Historic Environment Record under the headings identified in the "HLF Access Plan - helping your application, Barriers to access" :

> *Examine the current access to the HER and identify problems with physical access to County Hall and the HER within it.*
>
> *Identify any physical, sensory, intellectual and cultural barriers that may exist for any of the range of enquiries to the HER identified in the research.*

*Appendix 7.11* shows the location of County Hall and where the HER is located.

**Organisational barriers**

Bedfordshire HER is located within the Heritage and Environment Service, part of the County Council's Planning and Transport Policy (Growth) Group in County Hall, Bedford.

Apart from what is provided on the County Council's website there is very little promotional material available to advertise the Heritage and Environment Service, the Historic Environment Record and the means to access them.

Although postal, e-mail or telephone enquiries can be dealt with it is preferred that users of the HER in Bedfordshire actually visit and gather information for themselves with staff assistance as appropriate. This means that they are restricted to visiting on weekdays by appointment only during standard office hours, usually between 9 a.m. and 5p.m., though the latter is often flexible subject to staff being available.

Visitor parking is available at County Hall but there are often difficulties finding places to park due to the limited numbers of dedicated visitor and disabled spaces. There is a public car park 300m away on the other side of the main road but this is not well known. A cheap Park and Ride service operates from the south side of the town including a stop at County Hall. Other bus services also stop at County Hall but the railway station is just over 1km away and provides access from only a limited part of the county.

On arrival visitors have to report to County Hall's Main Reception, sign in, receive a pass and wait to be collected by the Historic Environment Information Officer (HEIO) who takes them to the HER office. If visitors or casual enquirers arrive without appointments frontline staff at County Hall Main Reception are unable to respond their enquiries, but usually know who to pass them on to, i.e. the HEIO. Problems sometimes occur when visitors confuse the HER with the Bedfordshire and Luton Archives and Records Service and arrive at their Reception in another building within the County Hall complex or even report to the Bedford Borough Council offices at the Town Hall on the other side of the river.

There is a staff canteen on the first floor which visitors can use.

**Physical barriers**

All floors of County Hall are accessible by lift from Main Reception on the ground floor which has recently been refurbished and improved for visitors. Automated voice guidance and controls at a low level are provided in the main lifts. Stairs are available for those who prefer not to use lifts.

The Heritage and Environment Service is located on the 5$^{th}$ floor with the Historic Environment Record housed in a separate but dedicated room some 50m away. Besides the Record itself only two desks and one computer terminal are provided for visitors. Although staff are available to demonstrate how the Record works and to provide assistance when needed, visitors are usually left alone to collate their own information. There is no space for expansion in the current room and it is difficult for wheelchairs to manoeuvre around. Due to shortage of space some material is stored on shelves only accessible by using a kick stool or step ladder.

There are no disabled toilet facilities on the fifth floor. These are only currently available on the ground and fourth floors although installation on all floors has begun.

**Sensory barriers**

There is no sign-posting to the HER within County Hall but this is unnecessary as visitors always have to be met at Reception and accompanied around the building for security reasons. There is no provision in the HER room for those with hearing or visual impairments such as an induction loop or large text computer screens.

Apart from that provided on the County Council's website there is very little promotional material for the HER and certainly none in a variety of formats or languages. There are also no leaflets or other material that interpret the data the HER holds or present it in different ways.

**Intellectual barriers**

Much of the data held within the HER is of a technical and specialist nature with no summary descriptions or interpretation provided. Assistance often has to be provided by the HEIO or other staff to explain or interpret it to non specialist visitors. Assistance is also often required to guide visitors around the different media and various types of different documents contained within the Record and in interpreting aerial photographs.

**Social and cultural barriers**

Given the lack of promotional leaflets translated into appropriate languages or provided in other formats there is a general lack of knowledge of the service and its relevance to all users, particularly those within ethnic minorities.

**Financial barriers**

There are few significant financial barriers to public use of the Record. Private, non-commercial, enquiries are free, other than complying with the County Council's universal scale of charges for photocopying and printing. Commercial enquirers are charged at £35.00 per hour if visiting or £45.00 per hour if dealt with remotely. There is a staff canteen which charges and on each floor there are tea/coffee machines charging 20p per cup. Water is free.

**Disability Discrimination Act**

Bedfordshire County Council and County Hall complies with the Act at a corporate level. At the unit level, the HER office would be unlikely to comply if assessed as an individual entity.
Access to HER facilities specifically is an issue that needs to be addressed as part of the main Heritage Grant application.
The current research indicated very few complaints or concerns about access to the Bedfordshire HER offices affected by disability.

**6.4.6: Consultation with a wide range of relevant individuals and interest groups.**

This was carried out via the different stages of the audience research including the user survey, the non user survey, the schools survey and focus group consultation, and its findings provided information about the current service provided by the HER, and about ways to promote the service and its potential by a wider audience.

Overall the Bedfordshire HER is an excellent and well used service. It already has a significant audience, but this may well increase if more promotion and advertising of the HER occurs and a greater accessibility is encouraged.

There was, however, a low response to the survey from the established regular users of the HER. This group will need to be further researched as these users, many of them professional and commercial users, will have valuable views on what kinds of information or products that Bedfordshire HER could provide in the future, and about how this information can be presented. This can be achieved by designing an on-line survey form once the HER is accessible on line.

There was also a very small representation of children, either directly in the research, or related to respondents. However interviews with lecturers and other education providers strongly indicated that greater links between educational establishments and education providers can and should be developed in the future.

The fact that the majority (86%) of the non-users who responded either said "yes" or "maybe" they would like to find out more about the HER, indicates the need to promote the service. If people were more aware of what information they can have access to, they may be more predisposed to use the HER.

If different groups can be educated or advised as to how the HER is relevant to them, then they may recognise more opportunities to use it. Unfortunately no representative of any ethnic organisation was available to attend the focus groups but previous research in this field has identified the need to show such organisations what is in the HER, to demonstrate how it may help them, and to emphasize that there is free access to the information.

Better connections need to be made between the HER and the National Curriculum in Schools, as well to courses run by Higher Education and Further Education establishments, since the HER would be hugely beneficial to students as well as to teachers and lecturers as a teaching/educational tool. Students at Further Educational establishments do not have the same financial assistance as those at Higher Educational ones, and so free access to a GIS system through the Bedfordshire HER would have increased importance.

Libraries and museums can play a greater role in promoting the HER and in allowing the public to access the HER through computers etc. in their public areas. These are ideal locations for the HER for those who still prefer to use traditional methods of research, but who may well learn to use them in tandem with carrying out Internet searches on line.

It was evident from both focus groups that the professional/commercial users are happy using computers and the Internet to do research as it is instant and readily accessible to the vast majority at work and at home. This finding related to all age groups. However, some of the non-professional Users and many Non Users were not happy with the prospect of having to use computers and the internet and preferred, or were keen to be able, to use and interact with the physical Record. This did seem to be age related to some degree, in particular the more mature individuals.

When told how multi layering of aerial photographs and archaeological and other data on to OS maps worked many focus group attendees were fascinated. Most had not been aware previously that this sort of technology was available at all, or could be available to non commercial users of the HER. Most saw it as a great way to do research, and a very visual technique for displaying information or doing presentations etc.

Many parish groups were already researching local history (often as part of Millennium Books or modern day Domesday books) and saw great advantages in being able to pass on local/unique history and stories to the HER. It could become a great resource for anybody wanting to write a book on local events or history.

Leisure pursuits whether they be physical or cerebral are increasing in popularity, particularly with retirees. Programmes such as "Time Team" and "Who do you think you are?", and the increasing number of documentary programmes on local issues, history, and heritage are inspiring people to learn more and become interested in a wider number of issues and topics, which before may often have been only studied by professionals.

**6.4.7: Priorities for improving access**

The two most striking points to come out of the Audience Research are that there is a very large audience in Bedfordshire who wish to be able to access the heritage data in the HER maintained by Bedfordshire County Council. The second point is that very few people even know the HER exists, know what it is, or know what it contains.

The County Council Offices are the main or first port of call for many people wanting to find out about heritage information held by the Council. Therefore it is necessary for all staff to be able to direct enquiries quickly and efficiently.

Respondents are very keen to have physical access to the heritage data held by the HER and if better facilities were provided, a strong case can be argued that more and better use of the HER's physical offices would be made. Photocopy facilities, proper desk space to work in, and staff available to help users' research are all valued facilities.

The majority of regular users of the HER were aware of much of the data and information held within it, but they did not always know just how extensive this data could be. These materials would also have even greater relevance and use if people who have not as yet used the HER are made aware of them. This was borne out by the research, where many who had little or no knowledge of the HER wanted to find out more about it, and said they were likely to use the service in the future.

Generally respondents to the survey were pleasantly surprised by the nature of the information they received. This high quality of service will add to the promotion of the HER by word of mouth, so continued vigilance in sending out quality information is important.

Of the 86% of non-user respondents who had not heard of the HER 74% said they would or might like to use the service in the future. The research has potentially increased the HER audience merely by informing new or potential users of its existence.

The Internet is available in 86% of the homes of user survey respondents, and in 77% of their work places and in 74% of the homes of non user survey respondents. However due to the fact that the HER is not on-line the majority of enquiries are made by actually visiting the offices. Nevertheless postal, e-mail, telephone and fax request procedures are still essential as many respondents, including some commercial users, still prefer more traditional or formal mechanisms of enquiry, and others may not wish to embrace the Internet.

There is a strong case for designing pro forma tables which HER users can use to feed local knowledge back to the HER, and just under half of its users would be keen to do this. This response reflects the wealth of local knowledge that exists that should be recorded by the HER while it is still available, and the information in itself provides a HER product that could be enormous use to younger generations and school children. The range of heritage data held in the HER would constantly increase, and links could be more easily drawn between it

and other related areas such as industrial, economic and social data.

The staff of the HER is a valuable resource, and HER users would like better access to their knowledge and advice.  Perhaps a timetable can be set up to allow greater access to the staff by the general public, and to expand the programme of talks already given to individual heritage clubs and societies, and also to schools and colleges.  This service would benefit school children studying courses such as History and Geography, and help them to make better use of the wide range of other social, industrial and environmental data they have to study.

It would be beneficial if a series of links or reciprocal links could be set up with all other relevant historical, leisure, industrial, social, environmental, or archival websites to help promote the HER and to add to the wealth of research material available on the Internet.

Very few respondents had any difficulty accessing the HER as a result of any disability.  However disabled access is a significant factor in the design of any improvements to or expansion of the HER offices in future.  Lighting and seating arrangements are also important.

## 6.4.8: Strategy for putting access improvements in place.

Access improvements will be part of an Outreach Plan to be developed following this work.

## 6.4.9: Financial and human resources needed to put the access plan into practice.

Until the location and nature of any improved HER facilities is decided it is not possible to suggest any accurate financial costs.  However, it is likely that one extra full time member of staff would be needed to assist the running of any enhanced HER facilities, preparing for internet access, expanding the lecture programme and providing outreach and other new services.  Short term temporary staff might also be required to create outreach material and to prepare more accessible digital data, e.g. summary descriptions for each site or feature.

The Market Research Group has identified from its research that improved office facilities, or a drop in type centre, would benefit both existing and new HER users. Within these facilities there is a need to provide access to a full range of equipment including computers, printers, plotters, photocopiers, CD Rom and the Internet, with staff on hand to assist with information searches and queries. Charges for printing and photocopying documents, maps and photographs should be set at rates that can help to maintain and support the facility.

Time and money will need to put aside to provide teaching materials for schools; these would be themed packs or themed information appropriate to the different years of study for children.  This could be provided on CD as well as hard copy.

### 6.4.10: Putting the access plan into practice

A promotional or advertising plan needs to be implemented as a major part of the Access Plan.

New promotional material must be designed to highlight the HER and its potential uses to existing and potential users.

The nature and location of the improved HER facilities need to be confirmed.

Some attending the focus groups identified a need for the Bedfordshire HER to provide better space for accessing hard copies of database records, and to background archive held within the HER (reports, maps, plans, photographs, etc.), in addition to providing efficient on line access. Again, an expanded office or drop in centre might provide for the needs of those wanting to look at the database, and at reports and other HER archive, and would be a positive step. Any charges levied for facilities such as photocopying could be used as a small source of revenue to help maintain the HER.

### 6.4.11: Monitoring and evaluation arrangements.

Monitoring can cover many elements of the HER, including, for example, the use of an on-line HER site for genuine research and the protection of such a site from abuse by those who wish to make a financial gain.

Among several other concerns that need to be addressed are the accuracy of the content of the HER database, and the speed and regularity of updates made to it. Should the HER charge both commercial agencies and companies and non commercial individuals for access to its on-line databases then the need to provide up to date and accurate information in them is arguably even greater. Time and money must be spent to ensure that sufficient staff are employed to maintain the HER to a high standard.

Other concerns expressed were the possible increase in trespassing as a direct result of improved access to sensitive data relating to what may be private land. Landowners may also have concerns about trespass on, and damage to their land through increased metal detection activity, if precise locations of unique archaeological artefacts are made public.

Once the HER has become accessible via the Internet, it will be appropriate to monitor the range of users and to design appropriate levels of registration based on the level of information required. In addition, on line feedback questionnaires should be designed that would pop up immediately after someone has visited the HER website. The information gained will indicate who is using the site and for what reasons, pinpoint new users, and track whether overall use of the site is growing. These mechanisms will allow the HER both to protect the site from abuse, and to monitor levels of use of the HER.

### 6.4.12: Where the organisation is now

The research undertaken by the Market Research Group indicates heightened

interest from the general public in the HER.

The Bedfordshire HER is an excellent and well used service, with an already significant audience. The Heritage Environment Service now needs to move forward and promote and develop the HER to allow broadened and full access to its service, both physically and remotely.

# 7: Appendices

## 7.1: Existing Users - Detailed Audience Research Findings, including tables

The following section sets out the results of the first survey to users of the HER from a database containing 3 years worth of contact details (2003-6).

### 7.1.1 How did you find out about us?

| Table 1: How did you find out about us?  Q1 | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) District or Borough Council Offices | 14 | 10.1 | 10.1 |
| (2) County Council Offices | 39 | 28.1 | 28.3 |
| (3) Bedford or Luton Museums | 9 | 6.5 | 6.5 |
| (4) Bedfordshire & Luton Archives & Records Service | 24 | 17.3 | 17.4 |
| (5) Bedfordshire CC website | 16 | 11.5 | 11.6 |
| (6) Other internet website | 2 | 1.4 | 1.4 |
| (7) Local Society | 6 | 4.3 | 4.3 |
| (8) Local press or media | 2 | 1.4 | 1.4 |
| (9) Word of mouth | 41 | 29.5 | 29.7 |
| (10) College or school | 4 | 2.9 | 2.9 |
| (11) Library | 6 | 4.3 | 4.3 |
| (12) Tourism Information Centre | 0 | 0.0 | 0.0 |
| (13) Other | 31 | 22.3 | 22.5 |
| Total (Valid: Multi-Code) | 138 | 99.3 | 100.0 |
| (0) Missing Values | 1 | 0.7 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

Table 1 shows that nearly a third of respondents found out about the Bedfordshire HER through word of mouth (30%) and just under a third heard through the council offices themselves, quite a few respondents (23%) had made contact through specific bodies or friends, colleagues and work and so had ticked "other", these are listed below.

Of those that ticked "other website" or "other", the following places were stated as the point of contact for information about the Beds HER -

- Always known as employee of Beds CC, history service
- Archaeological contractor
- Archaeology course
- ASC Ltd
- Beds Garden Trust
- Chalgrave parish council
- Colleagues X 4
- Colmworth and Neighbours History Society.

- Contact over many years
- DEFRA
- EH website professional contact/knowledge
- English Heritage list of SMR's/HER's
- Former employee
- Founded the Beds SMR and HER in autumn 1971

- and managed its parent service 1972-97
- Higher level stewardship application
- IFA handbook
- Info from colleagues at Archaeological Solutions Ltd
- Knowledge of other HER
- Known about SMR/HER's since 1970s when they were created

- Previously worked at CC and used arch and maps then
- Professional knowledge
- Statutory contact through work
- Through my employer-the Greensand Trust
- Through work AIP
- Work X 2

## 7.1.2: Was it easy to find out about our site?

| Table 2: Was it easy to find out about our Bedfordshire Historic Environment Record service (HER)? (Q2) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 128 | 92.1 | 93.4 |
| (2) No | 9 | 6.5 | 6.6 |
| Total (Valid: Single-Code) | 137 | 98.6 | 100.0 |
| (0) Missing Values | 2 | 1.4 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

The vast majority of respondents had no difficulty in finding the site, the 7% who did have difficulties, mention this in Q3 below.

## 7.1.3: What were the reasons for the difficulties?

- At the time I was first referred, HER was not well publicised (a few years ago)
- Beds CC website - select archaeology from services and get Albion Archaeology (competitive tendering?)  Select 'heritage and environment' - still don't get the right contact.
- County Council website needs to have heritage links that are easier to find
- It's not advertised very much. If I hadn't had a friend who used the service I wouldn't have known
- The office is remote from the County Record Office in another building
- Unsure what records were kept as against county archives
- Was told about it for work purposes-I did not go looking for it

## 7.1.4: In what capacity were you accessing information from the HER?

| Table 3: In what capacity were you accessing information from the HER?   (Q4) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) Amateur archaeologist/historian | 20 | 14.4 | **14.7** |
| (2) Archaeological or historical consultant | 24 | 17.3 | **17.6** |
| (3) Archaeological contractor | 15 | 10.8 | **11.0** |
| (4) General planning/environmental consultant | 8 | 5.8 | **5.9** |
| (5) Land/Building Developer | 1 | 0.7 | **0.7** |
| (6) Journalist | 0 | 0.0 | **0.0** |
| (7) Officer for Countryside Project/trust | 10 | 7.2 | **7.4** |
| (8) Local Government Officer | 18 | 12.9 | **13.2** |
| (9) Civil Servant | 1 | 0.7 | **0.7** |
| (10) Teacher/Lecturer | 5 | 3.6 | **3.7** |
| (11) School Pupil | 0 | 0.0 | **0.0** |
| (12) Student | 6 | 4.3 | **4.4** |
| (13) Interested member of the public | 15 | 10.8 | **11.0** |
| (14) Other | 13 | 9.4 | **9.6** |
| **Total (Valid: Multi-Code)** | **136** | **97.8** | **100.0** |
| (0) Missing Values | 3 | 2.2 | N/A |
| **Total (Base)** | **139** | **100.0** | **N/A** |

Table 3: shows that around a fifth (18%) of respondents accessed the HER as an Archaeologist or historical consultant.  Amateur archaeologists/ historians (14%), local government officers (13%) and interested members of the public (11%) were the next largest groups of people accessing the HER.

Of those that ticked other, the following professions or positions were stated;

- AIP English heritage funded project
- Author of book on medieval wall paintings
- D Phil research student
- District councillor with development control interests
- Farmer (ELS application)
- Member of a local history group
- Seeking info to support environmental stewardship application for families
- Solicitor

## 7.1.5: How many times have you used our service in the last 2 years?

| Table 4: How many times have you used our service? (Q5) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) Once | 41 | 29.5 | **29.9** |
| (2) 2 - 5 | 70 | 50.4 | **51.1** |
| (3) 6 - 10 | 19 | 13.7 | **13.9** |
| (4) More than 10 times | 7 | 5.0 | **5.1** |
| **Total (Valid: Single Code)** | **137** | **98.6** | **100.0** |
| (0) Missing Values | 2 | 1.4 | N/A |
| **Total (Base)** | **139** | **100.0** | **N/A** |

The HER is well supported with nearly three quarters (70%) of the respondents having used the service between 2 or more times. A third had only used it once.

## 7.1.6: How did you access the information?

| Table 5: How did you access the information? (Q6) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) Visit to HER office | 88 | 63.3 | 63.3 |
| (2) Postal request | 4 | 2.9 | 2.9 |
| (3) E-mail request | 13 | 9.4 | 9.4 |
| (4) Phone request | 32 | 23.0 | 23.0 |
| (5) Other | 0 | 0.0 | 0.0 |
| Total (Valid: Multi Code) | 62 | 44.6 | 100.0 |
| (0) Missing Values | 77 | 55.4 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

Just under two thirds (63%) of the respondents accessed the information by visiting the HER office while a fifth (23%) accessed the information via telephone.

## 7.1.7: If you visited County Hall where did you travel from?

| Table 6: If you visited County Hall where did travel from? (Q7) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) Bedfordshire (including Luton) | 62 | 44.6 | 61.4 |
| (2) UK outside Bedfordshire | 37 | 26.6 | 36.6 |
| (3) Outside UK | 2 | 1.4 | 2 |
| Total (Valid: Single Code) | 101 | 72.7 | 100.0 |
| (0) Missing Values | 38 | 27.3 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

Just under two thirds (61%) of people visiting County Hall travelled from Bedfordshire and a little over a third (37%) travelled from outside the county.

## 7.1.8: How far did you travel?

| Table 7: How far did you travel? (Q8) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) Under 50 miles | 76 | 54.7 | 77 |
| (2) 50-99 miles | 14 | 10.1 | 14 |
| (3) Over 100 miles | 9 | 6.5 | 9 |
| Total (Valid: Single Code) | 99 | 71.2 | 100.0 |
| (0) Missing Values | 40 | 28.8 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

It can be seen from Table 7 that just over three quarters of people (77%) travelled under 50 miles in order to get to County Hall.

### 7.1.9: How did you travel to County Hall?

| Table 8: How did you travel to County Hall? (Q9) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) Car | 73 | 52.5 | 61.9 |
| (2) Bus/Coach | 6 | 4.3 | 5.1 |
| (3) Motorcycle | 1 | 0.7 | 0.8 |
| (4) Taxi | 2 | 1.4 | 1.7 |
| (5) Train | 12 | 8.6 | 10.2 |
| (6) Bicycle | 4 | 2.9 | 3.4 |
| (7) Walked | 20 | 14.4 | 16.9 |
| Total (Valid: Single Code) | 118 | 84.9 | 100.0 |
| (0) Missing Values | 21 | 15.1 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

Just under two thirds (62%) of respondents travelled to County Hall by car and just under a fifth (17%) walked to County Hall.

### 7.1.10: Did you try to park at County Hall?

| Table 9: Did you try to park at County Hall? (10) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 60 | 43.2 | 59.4 |
| (2) No | 41 | 29.5 | 40.6 |
| Total (Valid: Single-Code) | 101 | 72.7 | 100.0 |
| (0) Missing Values | 38 | 27.3 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

Of those who travelled to County Hall by car over half (59%) also tried to park at County Hall.

### 7.1.11: If 'Yes', did you find a space easily?

| Table 10: If 'Yes', did you find a space easily? (Q11) | | | |
|---|---|---|---|
| Base: All "yes" @ 10 (60) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 39 | 65.0 | 66.1 |
| (2) No | 20 | 33.3 | 33.9 |
| Total (Valid: Single-Code) | 59 | 98.3 | 100.0 |
| (0) Missing Values | 1 | 1.7 | N/A |
| | 60 | 100.0 | N/A |

Of those who tried to park at County Hall two thirds (66%) managed to find a space easily.

### 7.1.12: Thinking about your most recent use of the HER, if you visited, how would you rate it on the following?

| Table 11a: Helpfulness of staff  (Q12) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Very good | 118 | 84.9 | **90.1** |
| (2) Good | 12 | 8.6 | **9.2** |
| (3) Neither | 1 | 0.7 | **0.8** |
| (4) Poor | 0 | 0.0 | **0.0** |
| (5) Very poor | 0 | 0.0 | **0.0** |
| Total (Valid) | **131** | **94.2** | 100.0 |
| (0) Missing Values | 8 | 5.8 | N/A |
| Total (Base) | **139** | **100.0** | N/A |
| (1&2) Top Two Boxes | 130 | 93.5 | **99.2** |

If the top two ratings of "Very good" and "Good" are combined nearly all respondents rated helpfulness of staff highly.

| Table 11b: Range of sources and info. In the HER (Q12) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Very good | 69 | 49.6 | **56.6** |
| (2) Good | 44 | 31.7 | **36.1** |
| (3) Neither | 8 | 5.8 | **6.6** |
| (4) Poor | 1 | 0.7 | **0.8** |
| (5) Very poor | 0 | 0.0 | **0.0** |
| Total (Valid) | **122** | **87.8** | 100.0 |
| (0) Missing Values | 17 | 12.2 | N/A |
| Total (Base) | **139** | **100.0** | N/A |
| (1&2) Top Two Boxes | 113 | 81.3 | **92.6** |

The majority (92%) who visited considered the range of sources and info in the HER to be very good or good.

| Table 11c: Accessibility of HER (Q12) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Very good | 49 | 35.3 | **41.2** |
| (2) Good | 55 | 39.6 | **46.2** |
| (3) Neither | 11 | 7.9 | **9.2** |
| (4) Poor | 3 | 2.2 | **2.5** |
| (5) Very poor | 1 | 0.7 | **0.8** |
| Total (Valid) | **119** | **85.6** | 100.0 |
| (0) Missing Values | 20 | 14.4 | N/A |
| Total (Base) | **139** | **100.0** | N/A |
| (1&2) Top Two Boxes | 104 | 74.8 | **87.4** |

The majority (87%) of the respondents rated the accessibility of the HER as very good or good.

| Table 11d : Standard of equipment (Q12) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Very good | 20 | 14.4 | **21.1** |
| (2) Good | 37 | 26.6 | **38.9** |
| (3) Neither | 28 | 20.1 | **29.5** |
| (4) Poor | 8 | 5.8 | **8.4** |
| (5) Very poor | 2 | 1.4 | **2.1** |
| Total (Valid) | **95** | **68.3** | **100.0** |
| (0) Missing Values | 44 | 31.7 | N/A |
| Total (Base) | **139** | **100.0** | **N/A** |
| (1&2) Top Two Boxes | 57 | 41.0 | **60.0** |

Nearly two thirds (60%) of those who visited stated that the standard of equipment at the HER was good or very good.

| Table 11e: Accessibility of equipment (Q12) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Very good | 21 | 15.1 | **22.3** |
| (2) Good | 38 | 27.3 | **40.4** |
| (3) Neither | 32 | 23.0 | **34.0** |
| (4) Poor | 2 | 1.4 | **2.1** |
| (5) Very poor | 1 | 0.7 | **1.1** |
| Total (Valid) | **94** | **67.6** | **100.0** |
| (0) Missing Values | 45 | 32.4 | N/A |
| Total (Base) | **139** | **100.0** | **N/A** |
| (1&2) Top Two Boxes | 59 | 42.4 | **62.8** |

Of those who visited to use the HER nearly two thirds (63%) thought the accessibility of equipment was good or very good.

| Table 11f: Photocopying service (Q12) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Very good | 33 | 23.7 | **35.5** |
| (2) Good | 42 | 30.2 | **45.2** |
| (3) Neither | 16 | 11.5 | **17.2** |
| (4) Poor | 1 | 0.7 | **1.1** |
| (5) Very poor | 1 | 0.7 | **1.1** |
| Total (Valid) | **93** | **66.9** | **100.0** |
| (0) Missing Values | 46 | 33.1 | N/A |
| Total (Base) | **139** | **100.0** | **N/A** |
| (1&2) Top Two Boxes | 75 | 54.0 | **80.6** |

The photocopying service at the HER was rated as good or very good by the majority (81%) of respondents.

| Table 11g: Booking availability (Q12) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Very good | 33 | 23.7 | **35.1** |
| (2) Good | 42 | 30.2 | **44.7** |
| (3) Neither | 17 | 12.2 | **18.1** |
| (4) Poor | 1 | 0.7 | **1.1** |
| (5) Very poor | 1 | 0.7 | **1.1** |
| Total (Valid) | **94** | **67.6** | **100.0** |
| (0) Missing Values | 45 | 32.4 | N/A |
| Total (Base) | **139** | **100.0** | **N/A** |
| (1&2) Top Two Boxes | 75 | 54.0 | **79.8** |

Booking availability was said to be good or very good by four fifths (80%) of respondents.

| Table 11h: Space to work (Q12) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Very good | 35 | 25.2 | **32.4** |
| (2) Good | 43 | 30.9 | **39.8** |
| (3) Neither | 20 | 14.4 | **18.5** |
| (4) Poor | 9 | 6.5 | **8.3** |
| (5) Very poor | 1 | 0.7 | **0.9** |
| Total (Valid) | **108** | **77.7** | **100.0** |
| (0) Missing Values | 31 | 22.3 | N/A |
| Total (Base) | **139** | **100.0** | **N/A** |
| (1&2) Top Two Boxes | 78 | 56.1 | **72.2** |

Nearly three quarters of respondents rated space to work as very good or good, however space to work and standard of equipment did incur the highest percentages of criticism from respondents compared to all the other services in the HER at 9% and 10% respectively.

### 7.1.13: Are there any other comments you would like to make regarding your most recent use of the HER?

- A good range of material held, but difficult and time consuming to access SMR data from paper records. Also some records missing
- Access to digital data (GIS) is useful but not readily accessible/downloadable
- After my last visit I realised I had forgotten to photocopy info, I phoned and requested it and it arrived through the post promptly, very happy with service
- All staff were very helpful and info most useful
- Always have to ask to remind myself how aerial photos stuff works-perhaps a sheet of info on how to use it would be useful
- Being a complete novice I found the staff very helpful
- Excellent resource
- Found staff to be very helpful, knowledgeable and enthusiastic about

their subjects
- Friendly, helpful and knowledgeable assistance. Paper filing system and maps useful, but would be much better on a GIS database
- I was impressed
- More than adequate for project
- My view is that in comparison to others, the HER is out dated. It was difficult to obtain the info from the map and paper records to which I was directed in general, sources were inaccessible
- No other SMR I use charges per hour you are there rather than per hour of staff time used
- Parish survey mapping very useful and not available from other HERs
- Person that assisted was very willing to help me find the info I required
- Some time since I visited in person-so haven't completed rest of the above
- Stephen Coleman is exceptionally helpful and knowledgeable
- Successful-so long as I knew what to ask for- i.e. specific requirement to help staff to help me
- The entire paper and plan record should be fully entered onto a data base/GIS system
- The HER officer was extremely helpful
- The info was excellent and the staff were very helpful and friendly, but the office it is located in is too small and a fair distance from the staff office
- The service is invaluable
- Using the Bedfordshire HER is 'labour intensive' this is because it is not computerised. Time costs money-so I would love to see a computerised database (on the internet)
- Very helpful intro to new local history group given by Stephen Coleman

The vast majority of comments made by respondents on their use of the HER are positive particularly complimenting the HER on the very helpful and knowledgeable staff.

### 7.1.14: Have you ever used any other Historic Environment Records (HER) or Sites and Monuments Records (SMR)?

| Table 12: Have you ever used any other Historic Environment Records (HER) or Sites and Monuments Records (SMR)? (Q14) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (ƒ) | Base (%) | Valid (%) |
| (1) Yes | 72 | 51.8 | 52.2 |
| (2) No | 66 | 47.5 | 47.8 |
| Total (Valid: Single-Code) | 138 | 99.3 | 100.0 |
| (0) Missing Values | 1 | 0.7 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

Just over half (52%) of respondents have used other HER or SMR's before.

## 7.1.15: If 'Yes', where?

The following is a list of other HER/SMR that respondents have used. The number on the right indicates the number of respondents who have used these SMR/HER's

| | |
|---|---|
| All English | Manchester |
| All Over the Country x 8 | Merseyside |
| Berkshire X 4 | Milton Keynes X 2 |
| Birmingham X 2 | Most Hers and SMRs in the UK |
| Buckinghamshire X 15 | Most in Midlands and South East |
| Cambridge Records Office | Most SMRs/HERs in Central and |
| Cambridge X 13 | Southern England |
| Chester | Yorkshire X 7 |
| Chichester District | National Monuments Record (When |
| Co. Durham | In London) |
| Cornwall X 2 | Norfolk X 10 |
| Coventry X 2 | Northants X 9 |
| Derbyshire X 3 | Norwich |
| Devon X 2 | Nottingham X 4 |
| Dorset | On The Internet |
| Durham X 2 | Other County Archive National |
| E and W Sussex X 4 | Library |
| English and Scots SMRs 1997-2000 | Oxford X 5 |
| for Algao/EH Etc | Peak District |
| Essex X 8 | Peterborough X 2 |
| Gloucester X 4 | Plymouth |
| Gressenhall, | RAF Museum Records-Hendon |
| Hampshire X 5 | Somerset X 2 |
| Hertfordshire X 15 | Southern England-Most Counties |
| Humber Archaeology Partnership; | Staffordshire X 2 |
| Somerset CC | Suffolk X 7 |
| Humberside | Surrey X 6 |
| Isle of Wight | Surveys of Welsh |
| Kent X 8 | Swindon Warwick, |
| Leicestershire X 5 | Warwickshire X 2 |
| Lincolnshire X 5 | West Sussex, |
| London X 6 | Wilts, |
| Magic Map. Www.Magic.Gov.Uk | Worcester X 2 |

## 7.1.16: Were there any aspects of these other HER's that you would like Bedfordshire to provide?

The following bullet points are summarised in to the main aspects respondents would like Beds HER to provide

- Access to records on a GIS in addition to annotated maps and box files
- Computerised/Digitalised online HER x 15
- Digital data by email x 3

- Digital info to Midas standard
- Email provision of HERs
- Emailed GIS shape file data to allow mapping before visit to council X 2
- GIS database. Online searchable GIS database. Detailed online catalogue of contents. Full digitised map transcriptions. Transferable ANA map and SAM map x 3
- HLC data and summary interpretation of
- Listed building data
- London HER will email: you a map showing HER in the area you request. All the HER records you need. This means I do not need to go to HER office excellent. Saves time but provides same data
- More work space x 3
- Needs modernisation. Most HERs we use are obtained via NGR in an email with radius in, m/km given. The search results are all computerised and sent as an email attachment
- No x 3
- Norfolk seems better in terms of holdings and records
- Occasional articles in the local press
- Printouts of HER data
- Scanner
- See my reports

## 7.1.17: Was your enquiry of a commercial nature?

| Table 13: Was your enquiry of a commercial nature? (Q17) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 50 | 36.0 | 36.8 |
| (2) No | 86 | 61.9 | 63.2 |
| Total (Valid: Single-Code) | 136 | 97.8 | 100.0 |
| (0) Missing Values | 3 | 2.2 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

Table 13 shows that just under two thirds (63%) of the enquiries made were not of a commercial nature.

## 7.1.18: Was a charge made for consulting the HER?

| Table 14: Was a charge made for consulting the HER? (Q18) | | | |
|---|---|---|---|
| Base: All respondents  (139) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 34 | 24.5 | 55.7 |
| (2) No | 27 | 19.4 | 44.3 |
| Total (Valid: Single-Code) | 61 | 43.9 | 100.0 |
| (0) Missing Values | 78 | 56.1 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

Over half (56%) of the commercial users of the HER were charged for the service.

### 7.1.19: If charged, how does our scale of charges compare with other HER offices?

| Table 15: If charged, how does our scale of charges compare with other HER offices (Q19) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Less expensive | 3 | 2.2 | 7.5 |
| (2) About the same | 17 | 12.2 | 42.5 |
| (3) Excessive | 9 | 6.5 | 22.5 |
| (4) Don't know | 11 | 7.9 | 27.5 |
| Total (Valid: Single-Code) | 40 | 28.8 | 100.0 |
| (0) Missing Values | 99 | 71.2 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

Under half (43%) of respondents said the scale of charges were about the same compared with other HER offices. 8% thought that Beds HER was less expensive than other HER offices.

### 7.1.20: If yours was non-commercial enquiry would you be prepared to pay for access to the information we hold on our HER in the future?

| Table 16: If yours was a non-commercial enquiry would you be prepared to pay for access to the information we hold on our HER in the future? (Q20) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 15 | 10.8 | 20.3 |
| (2) No | 59 | 42.4 | 79.7 |
| Total (Valid: Single-Code) | 74 | 53.2 | 100.0 |
| (0) Missing Values | 65 | 46.8 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

Just over a fifth (20%) of respondents said they would be willing to pay for access to information held on the HER if it was a non-commercial enquiry.

### 7.1.21: If 'Yes', how much would you be prepared to pay?

- 2.00
- 2.50
- 5.00
- 5.00
- 10.00

- 10 to 20
- a small amount
- Minimal
- Small fee (pensioner)

### 7.1.22: Are there any other facilities that Beds CC could have provided that would have helped you?

The following bullet points are suggestions for equipment or facilities that Beds HER should provide;

- A computer database of her records that would allow you to get a print out of relative entries within a specific radius of a site
- A quick response with digital data would have been useful. Visit however worthwhile for extra info and helpful knowledgeable SMR

officer
- Access to a canteen/coffee shop.
- Actual maintenance of its own historic environment sites when deterioration and 'at risk' is apparent
- An index of old (pre-mid Bedfordshire) planning permissions
- Better parking x 3
- Computer use
- Digital records
- Essential to maintain the personal contact with a member of staff
- Historical documents and reference books and docs in libraries
- I was already using the county archives when I was referred to her
- Info at her Bedford becoming available as data base on computer
- It would be better if the info was accessible via computer
- Maintain service level at 2004 standard
- No-at the same time BCC provided ecological info
- None for work accomplished to date
- Not for the enquiry I was doing at the time
- Old photographs of Beds villages
- One combined local studies. -libraries. -archives. - HER centre
- Other historic records and possibly reference library material
- Provision of info digitally in the first instance so initial data gathering could occur. Remotely followed up by more pertinent consultation
- Self service photo copying access to copies of reports, books, and articles quoted in records
- Sending info by internet within 2 weeks of request
- The planting policy
- Working with BCC in construction of cycle lanes

## 7.1.23: If your enquiry was made remotely, how long was it before we dealt with your most recent enquiry?

| Table 17: How long was it before we dealt with your most recent enquiry? (Q23) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) Immediately | 31 | 22.3 | **45.6** |
| (2) 2-4 days | 26 | 18.7 | **38.2** |
| (3) 1 week | 6 | 4.3 | **8.8** |
| (4) 2 weeks | 3 | 2.2 | **4.4** |
| (5) More than 2 weeks | 2 | 1.4 | **2.9** |
| Total (Valid: Single Code) | **68** | **48.9** | **100.0** |
| (0) Missing Values | 71 | 51.1 | N/A |
| Total (Base) | **139** | **100.0** | **N/A** |

Around half (46%) of all respondents stated that their enquiry was dealt with immediately. Very few had to wait more than 2 weeks.

### 7.1.24: Did the information we sent answer your enquiry adequately?

| Table 18: Did the info we sent answer your enquiry adequately? (Q24) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 75 | 54.0 | 94.9 |
| (2) No | 4 | 2.9 | 5.1 |
| Total (Valid: Single-Code) | 79 | 56.8 | 100.0 |
| (0) Missing Values | 60 | 43.2 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

Almost all (95%) of the respondents said that the information they were sent answered their enquiry adequately.

### 7.1.25: If 'No', please can you give a reason for this?

Of those who felt that the information sent them was adequate, the following comments explain why this was:

- As far as churches are concerned there seems to be limited info available. Perhaps there ought to be better liaison with DACs etc to pool/photo copy info
- Difficult to communicate the format/worth or the data without being able to sample it so needed to visit in person
- I was advised that a visit in person was required
- No study of this Hamlet has been made until now

### 7.1.26: What information did you obtain in response to your last enquiry?

The following is a list of information that respondents received in respect of their HER requests:

- Aerial photographs x 4
- Maps of trees
- All of the above and prompts for future research
- Also verbal info given by HER about archaeological finds I have collected on a non work basis
- Collected notes
- Copies of primary services, maps, AP's etc during visit
- Details of historic bridges
- Details of trip, teacher pack, student pack
- Digital data
- Hand annotated SMR maps and printouts
- Historic maps X 6
- Kelly's directory access

- Phone enquiry-received advice (to come and visit HER)
- Photocopied articles X 2
- Photographs x 2
- Planning permission records
- Plans and text
- Print outs - historic plans and verbal description
- Prints of maps, photocopies of maps, and digital data on CD. Obtained in person, needed to dig around to get digital data
- Sight of material from which I was able to make notes
- Verbal info
- Visit & interrogation of files photos & discussion with staff

### 7.1.27: Was the information we sent in a format that was helpful to you?

| Table 19: Was the information we sent in a format that was helpful to you? (Q27) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 59 | 42.4 | 60.8 |
| (2) No | 38 | 27.3 | 39.2 |
| Total (Valid: Single-Code) | 97 | 69.8 | 100.0 |
| (0) Missing Values | 42 | 30.2 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

Just under two thirds (61%) of respondents considered the information they were sent to be in a helpful format.

### 7.1.28: If 'No', please can you give a reason for this?

Of those that said "No, the information was not in a format that was helpful" the following bullet points explain why:

- Expected it to be more coherent and computerised-this was not the fault of the staff who were very helpful
- I had to go and get it myself
- Map point locations of SMR sites would have been easier to deal with as map info GIS shape files
- Yes it was helpful in that it provided the info I required. But hand annotated plans are not easily reproducible and computer generated would have been more useful

### 7.1.29: Was the information you received......

| Table 20: Was the information you received......... (Q29) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) A lot better than expected | 3 | 2.2 | 2.7 |
| (2) Better than expected | 33 | 23.7 | 30.0 |
| (3) As expected | 71 | 51.1 | 64.5 |
| (4) Worse than expected | 2 | 1.4 | 1.8 |
| (5) Far worse than expected | 1 | 0.7 | 0.9 |
| Total (Valid: Single-Code) | 110 | 79.1 | 100.0 |
| (0) Missing Values | 29 | 20.9 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

Nearly all respondents (97%) said the information they received was as expected or better than expected.

For those that ticked a lot better of far worse than expected, the following comments were made:

- Hoped for more detailed aerial photos
- Immediate answers to my questions

## 7.1.30: Which would be your preferred method of access to the HER?

| Table 21a: Access to the HER through the Internet (Q30) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Most preferred | 76 | 54.7 | 62.8 |
| (2) Preferred | 18 | 12.9 | 14.9 |
| (3) OK | 21 | 15.1 | 17.4 |
| (4) Least preferred | 4 | 2.9 | 3.3 |
| (5) Not preferred | 2 | 1.4 | 1.7 |
| Total (Valid) | 121 | 87.1 | 100.0 |
| (0) Missing Values | 18 | 12.9 | N/A |
| Total (Base) | 139 | 100.0 | N/A |
| (1&2) Top Two Boxes | 94 | 67.6 | 77.7 |

| Table 21b: HER info sent by post or email to you (Q30) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Most preferred | 16 | 11.5 | 15.8 |
| (2) Preferred | 48 | 34.5 | 47.5 |
| (3) OK | 29 | 20.9 | 28.7 |
| (4) Least preferred | 5 | 3.6 | 5.0 |
| (5) Not preferred | 3 | 2.2 | 3.0 |
| Total (Valid) | 101 | 72.7 | 100.0 |
| (0) Missing Values | 38 | 27.3 | N/A |
| Total (Base) | 139 | 100.0 | N/A |
| (1&2) Top Two Boxes | 64 | 46.0 | 63.4 |

| Table 21c: An HER research centre (Q30) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Most preferred | 30 | 21.6 | 27.0 |
| (2) Preferred | 28 | 20.1 | 25.2 |
| (3) OK | 44 | 31.7 | 39.6 |
| (4) Least preferred | 5 | 3.6 | 4.5 |
| (5) Not preferred | 4 | 2.9 | 3.6 |
| Total (Valid) | 111 | 79.9 | 100.0 |
| (0) Missing Values | 28 | 20.1 | N/A |
| Total (Base) | 139 | 100.0 | N/A |
| (1&2) Top Two Boxes | 58 | 41.7 | 52.3 |

| Table 21d: Access to the HER from another establishment (Q30) | | | |
|---|---|---|---|
| **Base: All respondents (139)** | **Frequency (f)** | **Total (%)** | **Valid (%)** |
| **(1) Most preferred** | 8 | 5.8 | **8.2** |
| **(2) Preferred** | 14 | 10.1 | **14.3** |
| **(3) OK** | 50 | 36.0 | **51.0** |
| **(4) Least preferred** | 20 | 14.4 | **20.4** |
| **(5) Not preferred** | 6 | 4.3 | **6.1** |
| **Total (Valid)** | **98** | **70.5** | **100.0** |
| **(0) Missing Values** | 41 | 29.5 | N/A |
| **Total (Base)** | **139** | **100.0** | **N/A** |
| **(1&2) Top Two Boxes** | 22 | 15.8 | **22.4** |

| Table 21e: Access to archaeological advice from our staff (Q30) | | | |
|---|---|---|---|
| **Base: All respondents (139)** | **Frequency (f)** | **Total (%)** | **Valid (%)** |
| **(1) Most preferred** | 31 | 22.3 | **29.8** |
| **(2) Preferred** | 45 | 32.4 | **43.3** |
| **(3) OK** | 23 | 16.5 | **22.1** |
| **(4) Least preferred** | 3 | 2.2 | **2.9** |
| **(5) Not preferred** | 2 | 1.4 | **1.9** |
| **Total (Valid)** | **104** | **74.8** | **100.0** |
| **(0) Missing Values** | 35 | 25.2 | N/A |
| **Total (Base)** | **139** | **100.0** | **N/A** |
| **(1&2) Top Two Boxes** | 76 | 54.7 | **73.1** |

| Table 21f: Leaflets/publications on the local archaeology (Q30) | | | |
|---|---|---|---|
| **Base: All respondents (139)** | **Frequency (f)** | **Total (%)** | **Valid (%)** |
| **(1) Most preferred** | 7 | 5.0 | **7.8** |
| **(2) Preferred** | 19 | 13.7 | **21.1** |
| **(3) OK** | 37 | 26.6 | **41.1** |
| **(4) Least preferred** | 19 | 13.7 | **21.1** |
| **(5) Not preferred** | 8 | 5.8 | **8.9** |
| **Total (Valid)** | **90** | **64.7** | **100.0** |
| **(0) Missing Values** | 49 | 35.3 | N/A |
| **Total (Base)** | **139** | **100.0** | **N/A** |
| **(1&2) Top Two Boxes** | 26 | 18.7 | **28.9** |

| Table 21g: Other (Q30) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Most preferred | 3 | 2.2 | **42.9** |
| (2) Preferred | 0 | 0.0 | **0.0** |
| (3) OK | 1 | 0.7 | **14.3** |
| (4) Least preferred | 3 | 2.2 | **42.9** |
| (5) Not preferred | 0 | 0.0 | **0.0** |
| **Total (Valid)** | **7** | **5.0** | **100.0** |
| (0) Missing Values | 132 | 95.0 | N/A |
| **Total (Base)** | **139** | **100.0** | **N/A** |
| (1&2) Top Two Boxes | 3 | 2.2 | **42.9** |

Table 21a shows the most preferred and preferred way respondents would like to be able to access the HER is via the internet (78%). Access to archaeological advice from our staff was also preferred and most preferred by 73%, whilst table 21f shows the least preferred way was by leaflets or publications (29%).

For those that ticked "Other" the following comments were made:

- Historic designed landscapes
- No preference as I am an internal customer and nearby
- Research advice

### 7.1.31: Do you have children or do you work with children who may access the HER?

| Table 22: Do you have children or do you work with children who may access the HER? (Q31) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 13 | 9.4 | **9.9** |
| (2) No | 118 | 84.9 | **90.1** |
| Total (Valid: Single-Code) | 131 | 94.2 | 100.0 |
| (0) Missing Values | 8 | 5.8 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

The vast majority (90%) of respondents do not have or do not work with children who may access the HER.

## 7.1.32: Which would be children's preferred method of access to the HER?

| Table 23a: Access to the HER through the Internet (Q32) | | | |
|---|---|---|---|
| **Base: All 'Yes' @ Q31 (13)** | **Frequency (_f_)** | **Total (%)** | **Valid (%)** |
| **(1) Most preferred** | 9 | 69.2 | **69.2** |
| **(2) Preferred** | 4 | 30.8 | **30.8** |
| **(3) OK** | 0 | 0.0 | **0.0** |
| **(4) Least preferred** | 0 | 0.0 | **0.0** |
| **(5) Not preferred** | 0 | 0.0 | **0.0** |
| **Total (Valid)** | **13** | **100.0** | **100.0** |
| **(0) Missing Values** | 0 | 0.0 | N/A |
| **Total (Base)** | **13** | **100.0** | **N/A** |
| **(1&2) Top Two Boxes** | 13 | 100.0 | **100.0** |

| Table 23b: HER info sent by post or email to you (Q32) | | | |
|---|---|---|---|
| **Base: All 'Yes' @ Q31 (13)** | **Frequency (_f_)** | **Total (%)** | **Valid (%)** |
| **(1) Most preferred** | 2 | 15.4 | **33.3** |
| **(2) Preferred** | 2 | 15.4 | **33.3** |
| **(3) OK** | 1 | 7.7 | **16.7** |
| **(4) Least preferred** | 1 | 7.7 | **16.7** |
| **(5) Not preferred** | 0 | 0.0 | **0.0** |
| **Total (Valid)** | **6** | **46.2** | **100.0** |
| **(0) Missing Values** | 7 | 53.8 | N/A |
| **Total (Base)** | **13** | **100.0** | **N/A** |
| **(1&2) Top Two Boxes** | 4 | 30.8 | **66.7** |

| Table 23c: An HER research centre (Q32) | | | |
|---|---|---|---|
| **Base: All 'Yes' @ Q31 (13)** | **Frequency (_f_)** | **Total (%)** | **Valid (%)** |
| **(1) Most preferred** | 1 | 7.7 | **12.5** |
| **(2) Preferred** | 4 | 30.8 | **50.0** |
| **(3) OK** | 2 | 15.4 | **25.0** |
| **(4) Least preferred** | 1 | 7.7 | **12.5** |
| **(5) Not preferred** | 0 | 0.0 | **0.0** |
| **Total (Valid)** | **8** | **61.5** | **100.0** |
| **(0) Missing Values** | 5 | 38.5 | N/A |
| **Total (Base)** | **13** | **100.0** | **N/A** |
| **(1&2) Top Two Boxes** | 5 | 38.5 | **62.5** |

| Table :23d Access to the HER from another establishment (Q32) | | | |
|---|---|---|---|
| Base: All 'Yes' @ Q31 (13) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Most preferred | 1 | 7.7 | 20.0 |
| (2) Preferred | 2 | 15.4 | 40.0 |
| (3) OK | 0 | 0.0 | 0.0 |
| (4) Least preferred | 2 | 15.4 | 40.0 |
| (5) Not preferred | 0 | 0.0 | 0.0 |
| Total (Valid) | 5 | 38.5 | 100.0 |
| (0) Missing Values | 8 | 61.5 | N/A |
| Total (Base) | 13 | 100.0 | N/A |
| (1&2) Top Two Boxes | 3 | 23.1 | 60.0 |

| Table 23e: Access to archaeological advice from our staff (Q32) | | | |
|---|---|---|---|
| Base: All 'Yes' @ Q31 (13) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Most preferred | 2 | 15.4 | 25.0 |
| (2) Preferred | 3 | 23.1 | 37.5 |
| (3) OK | 1 | 7.7 | 12.5 |
| (4) Least preferred | 1 | 7.7 | 12.5 |
| (5) Not preferred | 1 | 7.7 | 12.5 |
| Total (Valid) | 8 | 61.5 | 100.0 |
| (0) Missing Values | 5 | 38.5 | N/A |
| Total (Base) | 13 | 100.0 | N/A |
| (1&2) Top Two Boxes | 5 | 38.5 | 62.5 |

| Table 23f: Leaflets/publications on the local archaeology (Q32) | | | |
|---|---|---|---|
| Base: All 'Yes' @ Q31 (13) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Most preferred | 0 | 0.0 | 0.0 |
| (2) Preferred | 6 | 46.2 | 66.7 |
| (3) OK | 3 | 23.1 | 33.3 |
| (4) Least preferred | 0 | 0.0 | 0.0 |
| (5) Not preferred | 0 | 0.0 | 0.0 |
| Total (Valid) | 9 | 69.2 | 100.0 |
| (0) Missing Values | 4 | 30.8 | N/A |
| Total (Base) | 13 | 100.0 | N/A |
| (1&2) Top Two Boxes | 6 | 46.2 | 66.7 |

| Table 23g: Other (Q32) | | | |
|---|---|---|---|
| Base: All 'Yes' @ Q31 (13) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Most preferred | 0 | 0.0 | 0 |
| (2) Preferred | 0 | 0.0 | 0 |
| (3) OK | 0 | 0.0 | 0 |
| (4) Least preferred | 0 | 0.0 | 0 |
| (5) Not preferred | 0 | 0.0 | 0! |
| Total (Valid) | 0 | 0.0 | 0 |
| (0) Missing Values | 13 | 100.0 | N/A |
| Total (Base) | 13 | 100.0 | N/A |
| (1&2) Top Two Boxes | 0 | 0.0 | 0 |

Table 23a shows all respondents prefer or most prefer children's access to the HER to be available via the internet, this is the highest rating for all options. Information sent by post or e-mail and leaflets/publications on local archaeology are the next preferred & most preferred options at 67%

## 7.1.33: What facilities would you like to see provided there in addition to the HER info?

| Table 24: What facilities would you like to see provided there in addition to the HER info? (Q33) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) Internet | 63 | 45.3 | 46.7 |
| (2) Computers/CD Rom | 67 | 48.2 | 49.6 |
| (3) Reference books/leaflets | 82 | 59.0 | 60.7 |
| (4) Photocopying facilities | 99 | 71.2 | 73.3 |
| (5) Colour copying | 74 | 53.2 | 54.8 |
| (6) Aerial Photographs | 111 | 79.9 | 82.2 |
| (7) Maps | 105 | 75.5 | 77.8 |
| (8) Scanner | 68 | 48.9 | 50.4 |
| (9) Digital camera | 34 | 24.5 | 25.2 |
| (10) E-mail | 26 | 18.7 | 19.3 |
| (11) Desk space to work | 94 | 67.6 | 69.6 |
| (12) Staff to help research | 90 | 64.7 | 66.7 |
| (13) Other | 3 | 2.2 | 2.2 |
| Total (Valid: Multi-Code) | 135 | 97.1 | 100.0 |
| (0) Missing Values | 4 | 2.9 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

As well as HER information, the facilities respondents most want to see (82%) are Aerial photographs followed by Maps at 78%. Desk space to work, Staff to help and photocopying facilities are also facilities that would be popular with respondents.

Other facilities respondents would like to see are listed below–

- Any other local books and records etc
- Combined library/archive/HER catalogue
- Comfortable chairs easy parking quietness
- Comment files to digital format and make available on internet
- Complete sequence of local and regional journals and society newsletters. Off prints of articles in national journals relevant to county sites. Copy of EH parks and gardens register, and battlefields register
- GIS access to maps/data
- Most of them are available
- No cut backs at rationalisation
- Refreshments for long stays

## 7.1.34: Are you aware that we hold the following material?

| Table 25: Are you aware that we hold the following material (YES)? (Q34) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) PPG 15 & 16 reports | 74 | 53.2 | 57.8 |
| (2) Oblique archaeological aerial photographs | 104 | 74.8 | 81.3 |
| (3) RAF vertical aerial photographs | 104 | 74.8 | 81.3 |
| (4) Vertical aerial photographs | 106 | 76.3 | 82.8 |
| (5) Published & unpublished sources of local information | 112 | 80.6 | 87.5 |
| (6) Parish Surveys | 108 | 77.7 | 84.4 |
| (7) Transcripts of historic maps | 105 | 75.5 | 82.0 |
| Total (Valid: Multi-Code) | 128 | 92.1 | 100.0 |
| (0) Missing Values | 11 | 7.9 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

The majority of respondents were aware of all information sources that Bedfordshire HER provide.  Only PPG 15 & PPG 16 reports were not so well known with only just over half being aware of them (58%).

### 7.1.35: Which of the following would have been useful for you?

| Table 26: Which of the following would have been useful for you? (Q35) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) PPG 15 & 16 reports | 57 | 41.0 | **44.2** |
| (2) Historic OS maps | 106 | 76.3 | **82.2** |
| (3) Oblique archaeological aerial photographs | 97 | 69.8 | **75.2** |
| (4) RAF vertical aerial photographs | 103 | 74.1 | **79.8** |
| (5) Vertical aerial photographs | 96 | 69.1 | **74.4** |
| (6) Published & unpublished sources of local information | 101 | 72.7 | **78.3** |
| (7) Parish Surveys | 86 | 61.9 | **66.7** |
| (8) Transcripts of historic maps | 95 | 68.3 | 73.6 |
| (9) Brief interpretative text summarising each HER site | 91 | 65.5 | 70.5 |
| Total (Valid: Multi-Code) | **129** | 92.8 | 100.0 |
| (0) Missing Values | 10 | 7.2 | N/A |
| Total (Base) | **139** | **100.0** | **N/A** |

The information source that would have been useful with 82% of respondents rating it so was Historic OS maps.  The least useful information source to respondents was PPG 15 & PPG 16 reports.

### 7.1.36: Would you in future like to be able to feed info directly into the HER?

| Table 27: Would you in future like to be able to feed information directly into the HER? (Q36) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 64 | 46.0 | **49.2** |
| (2) No | 66 | 47.5 | **50.8** |
| Total (Valid: Single-Code) | **130** | 93.5 | 100.0 |
| (0) Missing Values | 9 | 6.5 | N/A |
| Total (Base) | **139** | 100.0 | N/A |

As table 27 shows just under half (49%) of those responding said they would like to be able to feed information directly into the HER.

### 7.1.37: Which of the following methods would you prefer to pass on the info to us?

| Table 28: Which methods would you prefer to pass on info by? (Q28) | | | |
|---|---|---|---|
| Base: All "Yes" @ Q36 (64) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) E-mail | 50 | 78.1 | 79.4 |
| (2) On-line form (Internet) | 37 | 57.8 | 58.7 |
| (3) By post | 17 | 26.6 | 27.0 |
| (4) By phone | 13 | 20.3 | 20.6 |
| (5) Other | 3 | 4.7 | 4.8 |
| Total (Valid: Single Code) | 63 | 98.4 | 100.0 |
| (0) Missing Values | 1 | 1.6 | N/A |
| Total (Base) | 64 | 100.0 | N/A |

E-mail was the most preferred method of passing on info by the majority (80%) of respondents.

The other methods by which respondents would like to pass on information are listed below-

- Assume info would be edited by staff?
- Depends what it is doesn't it?!
- Digital images
- GIS format, CD/FTP
- Hardcopy of original document
- In person
- Personal deposit
- Visit HER in order to consult staff

### 7.1.38: How important do you think it is for the HER to offer any of the following?

| Table 29a: Exhibitions (Q38) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Very important | 19 | 13.7 | 15.1 |
| (2) Important | 59 | 42.4 | 46.8 |
| (3) Neither | 37 | 26.6 | 29.4 |
| (4) Unimportant | 11 | 7.9 | 8.7 |
| (5) Very unimportant | 0 | 0.0 | 0.0 |
| Total (Valid) | 126 | 90.6 | 100.0 |
| (0) Missing Values | 13 | 9.4 | N/A |
| Total (Base) | 139 | 100.0 | N/A |
| (1&2) Top Two Boxes | 78 | 56.1 | 61.9 |

| Table 29b: Displays (Q38) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Very important | 19 | 13.7 | **15.2** |
| (2) Important | 68 | 48.9 | **54.4** |
| (3) Neither | 29 | 20.9 | **23.2** |
| (4) Unimportant | 9 | 6.5 | **7.2** |
| (5) Very unimportant | 0 | 0.0 | **0.0** |
| Total (Valid) | **125** | **89.9** | **100.0** |
| (0) Missing Values | 14 | 10.1 | N/A |
| Total (Base) | **139** | **100.0** | **N/A** |
| (1&2) Top Two Boxes | 87 | 62.6 | **69.6** |

| Table 29c: Interactive displays (Q38) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Very important | 12 | 8.6 | **10.2** |
| (2) Important | 52 | 37.4 | **44.1** |
| (3) Neither | 41 | 29.5 | **34.7** |
| (4) Unimportant | 13 | 9.4 | **11.0** |
| (5) Very unimportant | 0 | 0.0 | **0.0** |
| Total (Valid) | **118** | **84.9** | **100.0** |
| (0) Missing Values | 21 | 15.1 | N/A |
| Total (Base) | **139** | **100.0** | **N/A** |
| (1&2) Top Two Boxes | 64 | 46.0 | **54.2** |

| Table 29d : Events (Q38) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Very important | 17 | 12.2 | **14.4** |
| (2) Important | 54 | 38.8 | **45.8** |
| (3) Neither | 37 | 26.6 | **31.4** |
| (4) Unimportant | 9 | 6.5 | **7.6** |
| (5) Very unimportant | 1 | 0.7 | **0.8** |
| Total (Valid) | **118** | **84.9** | **100.0** |
| (0) Missing Values | 21 | 15.1 | N/A |
| Total (Base) | **139** | **100.0** | **N/A** |
| (1&2) Top Two Boxes | 71 | 51.1 | **60.2** |

| Table 29e: Talks (Q38) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Very important | 35 | 25.2 | **27.3** |
| (2) Important | 66 | 47.5 | **51.6** |
| (3) Neither | 19 | 13.7 | **14.8** |
| (4) Unimportant | 7 | 5.0 | **5.5** |
| (5) Very unimportant | 1 | 0.7 | **0.8** |
| Total (Valid) | **128** | **92.1** | **100.0** |
| (0) Missing Values | 11 | 7.9 | N/A |
| Total (Base) | **139** | **100.0** | **N/A** |
| (1&2) Top Two Boxes | 101 | 72.7 | **78.9** |

| Table 29f: Talks (Q38) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Very important | 27 | 19.4 | **22.1** |
| (2) Important | 52 | 37.4 | **42.6** |
| (3) Neither | 31 | 22.3 | **25.4** |
| (4) Unimportant | 11 | 7.9 | **9.0** |
| (5) Very unimportant | 1 | 0.7 | **0.8** |
| Total (Valid) | **122** | **87.8** | **100.0** |
| (0) Missing Values | 17 | 12.2 | N/A |
| Total (Base) | **139** | **100.0** | **N/A** |
| (1&2) Top Two Boxes | 79 | 56.8 | **64.8** |

| Table 29g: Other (Q38) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Very important | 2 | 1.4 | **13.3** |
| (2) Important | 1 | 0.7 | **6.7** |
| (3) Neither | 8 | 5.8 | **53.3** |
| (4) Unimportant | 3 | 2.2 | **20.0** |
| (5) Very unimportant | 1 | 0.7 | **6.7** |
| Total (Valid) | **15** | **10.8** | **100.0** |
| (0) Missing Values | 124 | 89.2 | N/A |
| Total (Base) | **139** | **100.0** | **N/A** |
| (1&2) Top Two Boxes | 3 | 2.2 | **20.0** |

If the top two results of "Very important" and "Important" are combined for each table, "Talks" is the highest rated activity that respondents think Beds HER should offer at 79%. Displays at 69% is the next highest rated. Interactive displays was the least highest rated activity at 54%

Of those that ticked "other" the following suggestions were made –

- For personal use
- Cross fertilisation with associated bodies
- Group sessions
- Info on catalogue

- No opinion really. I don't live in Beds so these are not applicable to me
- Specific books

## 7.1.39: Do you have access to the internet?

| Table 30: Do you have access to the internet? (Q39) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) At home | 118 | 84.9 | 85.5 |
| (2) At work | 106 | 76.3 | 76.8 |
| (3) At School/College/University | 7 | 5.0 | 5.1 |
| (4) At the library | 28 | 20.1 | 20.3 |
| (5) At an Internet Café | 6 | 4.3 | 4.3 |
| (6) No access | 1 | 0.7 | 0.7 |
| Total (Valid: Multiple Code) | 138 | 99.3 | 100.0 |
| (0) Missing Values | 1 | 0.7 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

The majority of respondents stated that they had internet access at work (77%) and at home (86%).

## 7.1.40: Age category

| Table 31 (Demographic): Respondent Age (Q40) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Under 18yrs | 0 | 0.0 | 0.0 |
| (2) 18-24 | 3 | 2.2 | 2.2 |
| (3) 25-34 | 28 | 20.1 | 20.3 |
| (4) 35-44 | 38 | 27.3 | 27.5 |
| (5) 45-54 | 21 | 15.1 | 15.2 |
| (6) 55-64 | 27 | 19.4 | 19.6 |
| (7) 65-74 | 19 | 13.7 | 13.8 |
| (8) 75+ | 2 | 1.4 | 1.4 |
| Total (Valid) | 138 | 99.3 | 100.0 |
| (0) Missing Values | 1 | 0.7 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

The greatest number of respondents was in the 35-44 age category (28%). However most of the users were relatively evenly spread between the ages of 25 and 74 but there was a very limited number of respondents (and therefore possibly users) below the age of 25.

## 7.1.41: Gender

| Table 32 (Demographic): Respondent Gender (Q41) | | | |
|---|---|---|---|
| **Base: All respondents (139)** | **Frequency (*f*)** | **Total (%)** | **Valid (%)** |
| **(1) Male** | 78 | 56.1 | **56.9** |
| **(2) Female** | 59 | 42.4 | **43.1** |
| **Total (Valid)** | **137** | **98.6** | **100.0** |
| **(0) Missing Values** | 2 | 1.4 | N/A |
| **Total (Base)** | **139** | **100.0** | **N/A** |

Over half (57%) of those who responded were males.

## 7.1.42: Postcode

| | | |
|---|---|---|
| 1 Birmingham | 1 Reading | 2 St Albans |
| 1 Bristol | 1 Southampton | 3 Cambridge |
| 1 Colchester | 1 Torquay | 3 Gloucester |
| 1 Hull | 1 Twickenham | 3 London |
| 1 Leeds | 1 York | 49 Milton Keynes |
| 1 Liverpool | 17 Luton | 5 Oxford |
| 1 Northampton | 2 Hemel Hempstead | 7 Stevenage |
| 1 Nottingham | 2 Shrewsbury | |

## 7.1.43: Have you completed your full-time education?

| Table 33: Have you completed your full-time education? (Q43) | | | |
|---|---|---|---|
| **Base: All respondents (139)** | **Frequency (*f*)** | **Base (%)** | **Valid (%)** |
| **(1) Yes** | 137 | 98.6 | **99.3** |
| **(2) No** | 1 | 0.7 | **0.7** |
| **Total (Valid: Single-Code)** | **138** | **99.3** | **100.0** |
| **(0) Missing Values** | 1 | 0.7 | N/A |
| **Total (Base)** | **139** | **100.0** | **N/A** |

All most all (99%) respondents said they had completed full time education

## 7.1.44: At what type of educational establishment are you currently studying?

| Table 34: Type of educational establishment you are studying at? (Q44) | | | |
|---|---|---|---|
| **Base: All "No" @ Q43 (1)** | **Frequency (*f*)** | **Percentage (%)** | **Valid (%)** |
| **(1) School** | 0 | 0.0 | **0.0** |
| **(2) College/6th Form college** | 0 | 0.0 | **0.0** |
| **(3) University** | 1 | 100.0 | **100.0** |
| **(4) Post graduate** | 0 | 0.0 | **0.0** |
| **(5) Adult education** | 0 | 0.0 | **0.0** |
| **(6) Other** | 0 | 0.0 | **0.0** |
| **Total (Valid: Single Code)** | **1** | **100.0** | **100.0** |
| **(0) Missing Values** | 0 | 0.0 | N/A |
| **Total (Base)** | **1** | **100.0** | **N/A** |

The name of the one University that a respondent is attending is Oxford University.

### 7.1.45: What is the highest level of educational qualification you have achieved?

| Table 35: Highest level of educational qualification achieved? (Q45) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) No qualifications | 4 | 2.9 | 2.9 |
| (2) School certificate | 1 | 0.7 | 0.7 |
| (3) GCSE or equivalent | 2 | 1.4 | 1.4 |
| (4) AS/A level or equivalent | 10 | 7.2 | 7.2 |
| (5) BTEC/GNVQ's | 1 | 0.7 | 0.7 |
| (6) HND/Diploma | 8 | 5.8 | 5.8 |
| (7) First degree (BA/BSc) | 55 | 39.6 | 39.9 |
| (8) Masters degree | 41 | 29.5 | 29.7 |
| (9) PhD or equivalent | 12 | 8.6 | 8.7 |
| (10) Other | 4 | 2.9 | 2.9 |
| Total (Valid: Single Code) | 138 | 99.3 | 100.0 |
| (0) Missing Values | 1 | 0.7 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

As you can see from table 35 just under half (40%) of respondents stated that the highest level of qualification that they had achieved was a First Degree (BA/BSc)

Of those that ticked "other" alternative qualifications are listed below -

- Bookkeeping and accounts
- Certificate in Arch (Oxford) diploma in further education (Leeds)
- Chartered accountant
- Member of Landscape Institute
- Musicology and music teaching qualifications
- Pg dip town planning PGCE primary
- Postgraduate diploma
- Solicitor

## 7.1.46: Ethnicity

| Table 36: (Demographic): Respondent Ethnicity (Q46) | | | |
|---|---|---|---|
| Base: All Respondents (94) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) White British | 77 | 55.4 | 57.9 |
| (2) White English | 42 | 30.2 | 31.6 |
| (3) White Irish | 2 | 1.4 | 1.5 |
| (4) White Scottish | 1 | 0.7 | 0.8 |
| (5) White Welsh | 2 | 1.4 | 1.5 |
| (6) Traveller | 0 | 0.0 | 0.0 |
| (7) White Other | 8 | 5.8 | 6.0 |
| (8) Asian British | 0 | 0.0 | 0.0 |
| (9) Asian English | 0 | 0.0 | 0.0 |
| (10) Asian Irish | 0 | 0.0 | 0.0 |
| (11) Asian Scottish | 0 | 0.0 | 0.0 |
| (12) Asian Welsh | 0 | 0.0 | 0.0 |
| (13) Bangladesh | 0 | 0.0 | 0.0 |
| (14) Indian | 0 | 0.0 | 0.0 |
| (15) Pakistani | 0 | 0.0 | 0.0 |
| (16) Any other Asian background | 0 | 0.0 | 0.0 |
| (17) Black | 0 | 0.0 | 0.0 |
| (18) Black British | 0 | 0.0 | 0.0 |
| (19) Black English | 0 | 0.0 | 0.0 |
| (20) Black Irish | 0 | 0.0 | 0.0 |
| (21) Black Scottish | 0 | 0.0 | 0.0 |
| (22) Black Welsh | 0 | 0.0 | 0.0 |
| (23) Caribbean | 0 | 0.0 | 0.0 |
| (24) African | 0 | 0.0 | 0.0 |
| (25) Any other Black background | 0 | 0.0 | 0.0 |
| (26) Chinese | 0 | 0.0 | 0.0 |
| (27) Chinese British | 0 | 0.0 | 0.0 |
| (28) Chinese English | 1 | 0.7 | 0.8 |
| (29) Chinese Irish | 0 | 0.0 | 0.0 |
| (30) Chinese Scottish | 0 | 0.0 | 0.0 |
| (31) Chinese Welsh | 0 | 0.0 | 0.0 |
| (32) Any other Chinese background | 0 | 0.0 | 0.0 |
| (33) Mixed White & Black Caribbean | 0 | 0.0 | 0.0 |
| (34) Mixed White & Black African | 0 | 0.0 | 0.0 |
| (35) Mixed White & Asian | 0 | 0.0 | 0.0 |
| (36) Any other Mixed background | 0 | 0.0 | 0.0 |
| (37) Other Ethnic group | 0 | 0.0 | 0.0 |
| Total (Valid) | 133 | 95.7 | 100.0 |
| (0) Missing Values | 6 | 4.3 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

Table 36 shows that 90% of those who responded stated that their ethnicity was White British or White English.

Of those that ticked "other ethnic group" the following nationalities were given –

- African
- Anglo Polish
- English/Welsh

- European
- Italian
- South African

### 7.1.47: Clubs or societies

- Aerial Orchard Red Group
- Ampthill Archaeological Society
- Association for Heritage Interpretation
- Bedfordshire Gardens Trust X 3
- Beds Natural History Society X 3
- Beds Rural Communities Charity,
- Biggleswade and Hitchin Angling Association.
- Biggleswade History Society.
- BLHA
- Blunham Historical Society
- CBA
- English Heritage
- OAHs
- Chalgrave Memorial Hall/Chalgrave Parish Council
- Chalton with Blunham and Mogerhanger History Group (chairman)
- Chiltern Conservation Board Mid Beds d c Methodist church
- Council for British Archaeology
- Dunstable and District Local History Society
- Friends of the Warden and Galley Hills
- Greensand Trust,
- Hertfordshire Gardens Trust

- Bedford Archaeological and Local History Society
- Bedford Association for National Trust members

- IFA X 2
- Institute of Field Archaeologists X 2
- Local History and Archaeology Soc
- Women's Institute
- Local gardening club
- Luton and District Historical Society
- Luton Museum service,
- National hedge laying society
- Natural History Society (Beds), Wildlife Trust
- Potton History Society
- Royal Forestry Society
- Sandy Historical Research Group. Sandy Transport Society
- Shefford and District
- Slip End Parish Council.
- the Community Tree Trust
- The Luton Hoo walled garden project.
- Wildlife Trust
- Willington Local History Group.

### 7.1.48: Long-term illness

| Table 37: Do you have any long term illness, health problems or disability, including problems which are due to old age that affect your ability to access information from the HER? (Q48) | | | |
|---|---|---|---|
| Base: All respondents (139) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 4 | 2.9 | 3.0 |
| (2) No | 130 | 93.5 | 97.0 |
| (3) Don't know | 0 | 0.0 | 0.0 |
| Total (Valid: Single-Code) | 134 | 96.4 | 100.0 |
| (0) Missing Values | 5 | 3.6 | N/A |
| Total (Base) | 139 | 100.0 | N/A |

A very small proportion (3%) of respondents stated that they had a long term illness, health problem or disability that affects their ability to access info from the HER.

### 7.1.49: How does this limit your access?

- Arthritis in left hip, limits walking distance if needing to visit
- Unable to walk far

### 7.1.50: Occupation

The following list of occupations shows the great variety of users from many different professions other than the obvious archaeologists.

- Administrator
- Aerial photo interpreter or boss of Air Photo Services Cambridge
- Archaeological consultant X 16
- Archaeologist X 7
- Archivist, local government
- Area manager
- Assistant rights of way officer
- Bank manager
- Beds CC planning officer
- Business development manager
- Call handling agent-retired police officer
- Chartered librarian
- Chartered surveyor
- Civil engineer X 2
- Computer consultant X 2
- Contaminated land officer
- County countryside officer
- Deputy head master
- Director
- Environmental manager/archaeologist
- Environmental scientist
- Farmer X2
- Field officer with Bedfordshire Rural Community Charity
- Finance analyst X 2
- Finds Liaison Officer for Hertfordshire and Beds
- Forensic intelligence
- Freelance historian/lecturer
- GIS analyst
- Helicopter pilot
- Heritage and tourism consultant
- Historic buildings archaeologist
- IT manager
- Keeper of social history, Bedford museum
- Landscape historian
- Landscape architect

- Lecturer
- Librarian
- Local government officer X 4
- Marketing manager
- Mechanical engineer X 2
- Pharmacologist
- Planning consultant X 2
- Plastics technologist
- Police officer
- Programme director-crime at home office
- Project coordinator
- Project manager/horticultural consultant
- Project officer
- Project officer (post excavation)
- Projects manager
- Retired X 9
- University lecturer
- Rural development team leader
- School archivist
- Semi retired consultant
- Senior Ecologist
- Senior planning officer
- Senior project officer-countryside management project
- Senior rights of way officer (Beds CC)
- Senior systems analyst
- Sheet metal worker/fabricator
- Social worker
- Solicitor X 2
- Town planner

## 7.1.51: Any other comments

- Always most helpful and professional staff- a very useful resource both for the county and region
- Always satisfied with the service offered
- Bedfordshire County Council office and Bedford Library staff have always been very helpful.
- Bedfordshire HER is a 'gem': a wonderful resource and an outstanding professional officer. Needs more resources and a new location to make it better known and more accessible, preferably together with the county archives and local studies library
- Beds HER is a splendid resource for local history, planning etc and a credit to Beds CC and to those who have built it up and administer it
- Downloadable, instantly accessible online data in a format linking maps/records/features/digital representations is great
- Excellent HER facilities compared to some others
- I am a County Council employee but act as a farming advisor as well for which I chat. It is in this capacity that I am completing this form
- I am interested in the archaeology and history of my farms. I have found 1st c Samian ware pottery on one of the sites on your HER
- I don't like surveys like this which distort my honest answers by forcing me to tick a box which is only near what I think. As such I am always suspicious of survey results
- I don't live in Bedfordshire. From for everyone was very helpful but handicapped by apparent lack of archive material
- I found everyone very friendly and helpful; I was shown a lot of material that was extremely useful for my research. Am very grateful to Stephen Coleman for his help
- My husband and I are grateful for Mr Coleman's help. The help and info I received enabled me to successfully resolve a matter that had dragged on for 9 years
- Staff at the SMR are very helpful and knowledgeable
- Stephen Coleman immensely knowledgeable and helpful
- The expertise and knowledge of the HER staff is the most crucial resource. The data held in the her needs to be bought into the 21st century to allow this info to be used by many people to its full potential
- The info held in the HER is of high quality and the knowledge of staff is excellent. This is a valuable resource which would benefit from more funding and modernisation i.e. Digitisation, database, GIS. Its present contents are difficult to use in paper format- I have had to transcribe over 400 entries for one project, which took a week. If info had been available digitally, it would have taken a fraction of the time and have resulted in more efficient and accurate work
- The majority of our enquiries are for data for archaeological project designs-often for small projects. A visit to you're your HER is at substantial cost-your fees and our time. Are you justified in charging a fee for commercial projects when the ultimate client is a private householder building a small extension or conservatory- i.e. not

primarily for commercial profit
- The quality of service provided by Stephen Coleman excellent. He has immense knowledge and enthusiasm. If he wasn't there, what would happen? Ideally the Record Office and HER should have a new, more accessible base together
- Top quality staff with a real passion and of great help. But more computerisation of records required. Last time it took 1hour of staff time to process a request-excellent info but expensive
- Very pleased the service is available long may it continue
- Where is the offer to provide translation or large print versions?

## 7.2: Non Users Findings

The following section highlights the findings from the non user survey.  This included a survey of 5,000 Bedfordshire residents as well as parishes, amenity groups/organisations and ethnic organisations within Bedfordshire.

### 7.2.1: Did you know that the County Council had a Heritage & Environment Service?

| Table 1: Did you know that the County Council has a Heritage & Environment Service? (Q1) | | | |
|---|---|---|---|
| Base: All respondents (408) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 71 | 17.4 | 17.7 |
| (2) No | 330 | 80.9 | 82.3 |
| Total (Valid: Single-Code) | 401 | 98.3 | 100.0 |
| (0) Missing Values | 7 | 1.7 | N/A |
| Total (Base) | 408 | 100.0 | N/A |

Just over four fifths (82%) of those responding did not know about the County Council's Heritage and Environment Service.

### 7.2.2: Do you know what an HER is?

| Table 2: Do you know what an HER is? (Q2) | | | |
|---|---|---|---|
| Base: All respondents (408) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 112 | 27.5 | 28.1 |
| (2) No | 286 | 70.1 | 71.9 |
| Total (Valid: Single-Code) | 398 | 97.5 | 100.0 |
| (0) Missing Values | 10 | 2.5 | N/A |
| Total (Base) | 408 | 100.0 | N/A |

Nearly three quarters (72%) of those surveyed did not know what an HER is.

### 7.2.3: Have you heard of the Bedfordshire HER?

| Table 3: Have you heard of the Bedfordshire HER? (Q3) | | | |
|---|---|---|---|
| Base: All respondents (408) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 57 | 14.0 | 14.4 |
| (2) No | 338 | 82.8 | 85.6 |
| Total (Valid: Single-Code) | 395 | 96.8 | 100.0 |
| (0) Missing Values | 13 | 3.2 | N/A |
| Total (Base) | 408 | 100.0 | N/A |

A very large proportion (86%) of respondents had not heard of the Bedfordshire HER.

## 7.2.4: Where did you hear about it?

| Table 4: If 'yes', where did you hear about it? (Q4) | | | |
|---|---|---|---|
| Base: All "Yes" @ Q3 (57) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) District or Borough Council Offices | 6 | 1.5 | 11.1 |
| (2) County Council Offices | 15 | 3.7 | 27.8 |
| (3) Bedford or Luton Museums | 5 | 1.2 | 9.3 |
| (4) Bedfordshire & Luton Archives & Records Service | 7 | 1.7 | 13.0 |
| (5) Bedfordshire CC website | 8 | 2.0 | 14.8 |
| (6) Other internet website | 1 | .2 | 1.9 |
| (7) Local Society | 5 | 1.2 | 9.3 |
| (8) Local press or media | 7 | 1.7 | 13.0 |
| (9) Word of mouth | 12 | 2.9 | 22.2 |
| (10) College or school | 3 | .7 | 5.6 |
| (11) Library | 8 | 2. | 14.8 |
| (12) Tourism Information Centre | 6 | 1.5 | 11.1 |
| (13) Other | 10 | 2.5 | 18.5 |
| Total (Valid: Multi-Code) | 54 | 163.2 | 100.0 |
| (0) Missing Values | 354 | N/A | N/A |
| Total (Base) | 408 | 100.0 | |

Just under a third (28%) of respondents who said they had previously heard about the HER had done so through the County Council Offices followed by word of mouth (22%).

Those that ticked "other" had found out by other means these are listed below –

- Accompanying letter to questionnaire
- All counties have such a record so knew that Beds would have one too, but I did not know how good it is
- Beds CC intranet
- I have learnt this as SMR for many years- learnt of it in my professional capacity
- Letter attached to this questionnaire
- Your literature

### 7.2.5: Are you a member of a local archaeological or historical society or group?

| Table 5: Are you a member of a local archaeological or historical society or group? (Q5) | | | |
|---|---|---|---|
| Base: All respondents (408) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 22 | 5.4 | 5.5 |
| (2) No | 376 | 92.2 | 94.5 |
| Total (Valid: Single-Code) | 398 | 97.5 | 100.0 |
| (0) Missing Values | 10 | 2.5 | N/A |
| Total (Base) | 408 | 100.0 | N/A |

Almost all (95%) respondents stated that they were not a member of a local archaeological or historical society or group.

### 7.2.6: Please state the name of the society or group you are a member of

- Bedford- Bletchley Railway User Group, Includes Historical Perspectives On The Line
- Bedfordshire National History Soc
- Beds and Bucks Richard III Group
- Carlton and Chellington Historical Society X 3
- Dunstable and District Local History Society X 3
- English Heritage and attend 2 'A' Levels Classes for History
- Kimbolton History Society.
- National Trust X 2
- Rotary Club Of Kimbolton Castle
- Shuttleworth Veteran Aeroplane Society (SVAS)
- W.H  Allen Engineering Association
- Wiltshire Genealogy Society
- Woburn District Society

### 7.2.7: Do you visit countryside sites or historic sites in Bedfordshire?

| Table 6: Do you visit any of the following in Bedfordshire?  Countryside sites  (Q7) | | | |
|---|---|---|---|
| Base: No @ Q5 (376) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 296 | 72.5 | 75.1 |
| (2) No | 98 | 24.0 | 24.9 |
| Total (Valid: Single-Code) | 394 | 96.6 | 100.0 |
| (0) Missing Values | 14 | 3.4 | N/A |
| Total (Base) | 408 | 100.0 | N/A |

Just over three quarters (75%) of those surveyed stated that they do visit Countryside sites in Bedfordshire.

| Table 7: Do you visit any of the following in Bedfordshire? Historic sites (Q7) | | | |
|---|---|---|---|
| Base: No @ Q5 (376) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 212 | 52.0 | **64.8** |
| (2) No | 115 | 28.2 | **35.2** |
| Total (Valid: Single-Code) | **327** | **80.1** | **100.0** |
| (0) Missing Values | 49 | 19.9 | N/A |
| Total (Base) | **408** | **100.0** | **N/A** |

Around two thirds (65%) of respondents stated that they visit Historic sites in Bedfordshire.

### 7.2.8: If 'No', why is this?

The following list the main reasons why people do not visit historic or countryside sites in Beds.

- Because I live near the main road (in the town)
- Feel children are not yet old enough to appreciate them
- Go to ones nearer where I live in Bucks
- No interest X 23
- No time X 23
- No transport X 6
- Not aware of any X 32
- Not sure X 2
- Only recently moved to bedfordshire X 5
- Our house is in Bucks. We do not know of how much of interest in the Dunstable/ Luton area
- Small children not so keen on this
- Tend to visit more prominent historic sites
- To old X 7
- Disability X 3
- Usually do "history" visits when away on vacation
- We're only just on the border of Beds and tend to use areas in Herts. and Bucks

### 7.2.9: Have you used the Bedfordshire HER service?

| Table 8: Have you used the Bedfordshire HER service? (Q9) | | | |
|---|---|---|---|
| Base: Yes @ Q7 (408) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 19 | 3.7 | **4.8** |
| (2) No | 377 | 74.2 | **95.2** |
| Total (Valid: Single-Code) | **396** | **78.0** | **100.0** |
| (0) Missing Values | 112 | 22.0 | N/A |
| Total (Base) | **508** | **100.0** | **N/A** |

Table 8 shows almost all respondents (95%) said they have not used the

Bedfordshire HER service before.

## 7.2.10: Would you like to find out more about the information contained within the HER?

| Table 9: Would you like to find out more about the information contained within the HER? (Q10) | | | |
|---|---|---|---|
| **Base: All respondents (408)** | **Frequency (ƒ)** | **Base (%)** | **Valid (%)** |
| (1) Yes | 161 | 39.5 | **40.6** |
| (2) No | 55 | 13.5 | **13.9** |
| (3) Maybe | 181 | 44.4 | **45.6** |
| **Total (Valid: Single-Code)** | **397** | **97.3** | **100.0** |
| **(0) Missing Values** | 11 | 2.7 | N/A |
| **Total (Base)** | **408** | **100.0** | **N/A** |

Most (86%) of those who responded stated that they would or may like to find out more about the information contained in the Bedfordshire HER.

## 7.2.11: Would you use the HER in future?

| Table 10: Would you use the HER in future? (Q11) | | | |
|---|---|---|---|
| **Base: Yes & Maybe @ Q10 (342)** | **Frequency (ƒ)** | **Base (%)** | **Valid (%)** |
| (1) Yes | 114 | 27.9 | **31.1** |
| (2) No | 19 | 4.7 | **5.2** |
| (3) Maybe | 234 | 57.4 | **63.8** |
| **Total (Valid: Single-Code)** | **367** | **90** | **100.0** |
| **(0) Missing Values** | 41 | 10.0 | N/A |
| **Total (Base)** | **408** | **100.0** | **N/A** |

Nearly a third (31%) of respondents said they would use the HER in the future. However, when the yes and maybe responses are combined 95% of respondents said they would or maybe would use the HER in future.

## 7.2.12: For what purpose do you think you would use the info contained in the HER?

- As yet I do not know what an HER is and does
- Background info to enhance enjoyment of visit X 15
- Buildings X 6
- Children's homework X 7
- Curiosity
- Displays and exhibitions of art in the county
- Do not know X 5
- Education X 25
- Enjoy local history
- Family days out X 20
- Family history X 7
- For speakers in the societies mentioned
- General interest/knowledge X 33
- Historical information X 7
- History of house and archaeology course
- How do I know? I don't know what it is! How does it differ from the County Archive
- I don't know yet as I do not know what is contained with

- in the HER and what its' purpose is
- I enjoy living in Beds
- I keep for information and ideas
- I need more information
- Ideas
- If something was of historical interest to me
- I'm not sure how it would help me I don't know how the HER looks
- Improve understanding and appreciation of area X 23
- Industrial heritage research
- Information X 5
- Interesting historical events
- Investigating specific areas or sites
- Its existence is important for future generations
- Land use/ development
- Leisure X 4
- Local history X 13
- Most likely public relations or promotional activities for events in the area
- No idea X 6
- Personal interest X 11

- Possibly for information for Open University course
- Publicity mailing
- Recreational-days out to visit X 6
- Relating to access
- Research
- Research X 11
- Saving conservation areas
- See q15
- Sites of interest X 4
- To delve into the past
- To find interesting places to visit X 37
- To find out information concerning my apartment
- To get a better historical knowledge
- To pass on to the parish council, or have you send it directly to the clerk
- To perhaps visit site/ monument
- To satisfy personal curiosity
- To source placed of historical/ architectural interest
- Walks X 5
- Wouldn't know never used it

## 7.2.13: If No, please can you give some reason for this?

- As q8
- Bcc
- Because I don't feel the need to
- Disability and age X 3
- Don't live in Beds live in Bucks
- No transport
- I am retired an a widow, I prefer to go on organised group outings

- I don't believe it is right to dig up graves of olden days like Egypt has
- I don't know x 4
- No computer/internet X 3
- No time X 8
- Not interested X 23
- Please save paper and package
- See q8
- Seems a waste of lottery money, when schools and hospitals closing

### 7.2.14: Would you be interested in on-line access to the HER?

| Table 11: Would you be interested in on-line access to the HER?  (Q14) | | | |
|---|---|---|---|
| **Base: All respondents (408)** | **Frequency (*f*)** | **Base (%)** | **Valid (%)** |
| (1) Yes | 249 | 61.0 | **64.2** |
| (2) No | 139 | 34.1 | **35.8** |
| **Total (Valid: Single-Code)** | **388** | **95.1** | **100.0** |
| (0) Missing Values | 20 | 4.9 | N/A |
| **Total (Base)** | **408** | **100.0** | **N/A** |

Just under two thirds (64%) of respondents said they would be interested in on-line access to the HER.

### 7.2.15: If yes, what would you like to see included in an on-line heritage resource?

| Table 12: If Yes, what would you like to see included in an on-line heritage resource, in addition to the basic HER information for each site or feature?  (Q15) | | | |
|---|---|---|---|
| **Base: All Yes @ Q14 (249)** | **Frequency (*f*)** | **Percentage (%)** | **Valid (%)** |
| **(1) Bibliographic and other references** | 100 | 40.2 | **40.5** |
| **(2) Bespoke searches** | 164 | 65.9 | **66.4** |
| **(3) "Ready made" searches** | 198 | 79.5 | **80.2** |
| **(4) Explanations of monument types** | 184 | 73.9 | **74.5** |
| **(5) Explanations of historic periods** | 150 | 60.2 | **60.7** |
| **(6) Explanations of archaeological techniques** | 104 | 41.8 | **42.1** |
| **(7) In-depth information/essays on specific Bedfordshire related topics and sites** | 161 | 64.7 | **65.2** |
| **(8) Information on sites open to the public** | 217 | 87.1 | **87.9** |
| **(9) Interactive games with educational contexts** | 57 | 22.9 | **23.1** |
| **(10) Other interactive games** | 20 | 8.0 | **8.1** |
| **(11) Digital maps to search from** | 167 | 67.1 | **67.6** |
| **(12) Digital maps showing overlays by category** | 146 | 58.6 | **59.1** |
| **(13) Relevant photographs** | 205 | 82.3 | **83.0** |
| **(14) Ability to search related archives from the website** | 133 | 53.4 | **53.8** |
| **(15) Local knowledge & oral history stories** | 182 | 73.1 | **73.7** |
| **Total (Valid: Multi-Code)** | **247** | **99.2** | **100.0** |
| (0) Missing Values | 2 | 0.8 | N/A |
| **Total (Base)** | **249** | **100.0** | **N/A** |

The most popular aspect respondents would like to see on an on-line heritage resource is information on sites open to the public at 88%.  Followed by photographs, ready made searches, explanations of monument types, local knowledge & oral history stories and digital maps to search from.  The least popular aspects were interactive games.

**7.2.16: If no, please can you give some reasons for this?**

Those not interested in on-line access to the HER stated the following reasons-

- Already have too much Spam
- As before in Q13
- As Q13
- Being an old aged pensioner I may be restricted to what I could do. I got to know Bedford by serving in the RAF Cardington
- Better to visit site
- Do not want it
- Don't visit it
- I can not give reason
- I can not sit in front of computer as I get eye ache
- I cannot see how the cost could be justified given other urgent needs in the country
- I would prefer to get information from books-libraries
- My computer is belongs to my computer for work
- No computer/access/internet X 60

- No current requirement, may in the future?
- No interest X 15
- No time X 5
- Not my area of interest
- Not sure I would actually seek the information and there are probably other sites already
- Only for children's school projects
- Only would visit as and when, not daily or weekly
- Receive too much info already over the web
- See answer to Q13
- See q8
- Unsure of use it would be to me
- Why would anyone 'not ' want the above
- Wouldn't use it

**7.2.17: Would you be interested in other HER outreach activities?**

| Table 13: Would you be interested in other HER outreach activities? (Q17) | | | |
|---|---|---|---|
| Base: All respondents (408) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) Travelling exhibitions of HER info | 154 | 37.7 | **51.5** |
| (2) Workshops on how to use the website | 50 | 12.3 | **16.7** |
| (3) Leaflets about specific periods…. | 209 | 51.2 | **69.9** |
| (4) Teachers resource packs | 61 | 15.0 | **20.4** |
| (5) Info & interpretation boards at locations in Beds. | 163 | 40.0 | **54.5** |
| (6) Contributing info to the HER e.g. photos | 69 | 16.9 | **23.1** |
| (7) Talks | 87 | 21.3 | **29.1** |
| (8) Walks | 128 | 31.4 | **42.8** |
| (9) Events | 136 | 33.3 | **45.5** |
| Total (Valid: Multi-Code) | **299** | **73.3** | 100.0 |
| (0) Missing Values | 109 | 26.7 | N/A |
| Total (Base) | **408** | **100.0** | **N/A** |

When asked what other outreach activities respondents would be interested in the most popular choices were Leaflets about specific periods followed by Info/interpretation boards and Travelling exhibitions?

**7.2.18: How else could we make the Beds HER more appealing to the general public and increase knowledge?**

- Advertise I didn't know of its existence until today
- Advertise in local papers X 17
- Advertise in local press/ radio/TV X 16
- Advertise in magazines X 7
- Advertise it X 11
- Advertise in libraries/museums X 6
- Advertise various sites in brief in local publications with info on how to find out more. Target schools/children
- Advertise yourselves locally and worldwide
- Advertising campaign
- Advertising in shops, café, libraries etc. Education talks to schools
- Any information on WWII sites i.e. Planes down, destroyed buildings would interest me
- Apart from receiving this questionnaire I did not know it existed
- At areas of historic/ archaeological sites display boards with info on how to look up HER on website
- Better information, demonstration
- By having more information for those not on line
- By implementing all the above (i.e. Q15 and Q17)
- By using and educating the local schools about HER
- Cannot comment because I do not know the scope of the current outreach plans
- Don't bother with it, spend it on something more essential
- Don't know X 9
- Drawing out multicultural issues from held data- e.g.

- Uarthan contributions, immigration and economic migration- more school outreach
- Ensuring it gets picked up on the first page of a Google search
- Handbook (like National Trust) snappier name
- Have an event X 7
- Having group meetings with HER members
- Home posters, free visits occasionally
- I now have knowledge of HER through this form, a complete information pack would be useful
- Identify its existence on main sign posts etc. Advertise it in Bedfordshire publications delivered to households
- I'm sorry-I don't know- however you have already done both for me-thank you
- Involve families and young people X 3
- It's hard to comment on something I didn't know existed, sorry no ideas
- Keep facts simple. People like to feel part of their heritage
- Leaflet drops X 10
- Local schools talks and use with children X 5
- More publicity X 8
- Advertise the fact that there is a website. X 9
- Other than attaching free condoms to signposts, I cant think
- Perhaps a HER parncard with benefits, such as discounts
- Put info in local guides
- School visits X 9
- Scrap it and keep rates down

- Sell it you people sell every thing that is British , this makes no different
- Sign posts on roads directing you to places
- Simple access via Google when put site address/ query in
- Take exhibitions\ talks to schools
- Tell the public what it is and give some examples of how it may be used
- To publicise more about the history of Bedfordshire in
- order to teach my grand children
- Town and village trails listing historic buildings and ages and of there used if commercial etc
- User friendly- link to days out in Bedfordshire
- Well covered in Q17
- Word of mouth!

## 7.2.19: Do you have access to the Internet at home?

| Table 14: Do you have access to the internet at home?  Q19 | | | |
|---|---|---|---|
| Base: All respondents (408) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 294 | 72.1 | **74.2** |
| (2) No | 102 | 25.0 | **25.8** |
| Total (Valid: Single-Code) | **396** | **97.1** | **100.0** |
| (0) Missing Values | 12 | 2.9 | N/A |
| Total (Base) | **408** | **100.0** | **N/A** |

Nearly three quarters (74%) of those surveyed have access to the internet at home.

## 7.2.20: Do you have Broadband at home?

| Table 15: Do you have Broadband at home?  Q20 | | | |
|---|---|---|---|
| Base: Yes @ Q19 (294) | Frequency (*f*) | Base (%) | Valid (%) |
| (1) Yes | 222 | 75.5 | **76.3** |
| (2) No | 69 | 23.5 | **23.7** |
| Total (Valid: Single-Code) | **291** | **99.0** | **100.0** |
| (0) Missing Values | 3 | 1.0 | N/A |
| Total (Base) | **294** | **100.0** | **N/A** |

Table 15 shows that 76% of respondents do have broadband at home.

### 7.2.21: Age categories

| Table 16 (Demographic): Respondent Age (Q21) | | | |
|---|---|---|---|
| Base: All respondents (408) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) 18-24* | 4 | 1.0 | **1.0** |
| (2) 25-34 | 41 | 10.0 | **10.4** |
| (3) 35-44 | 75 | 18.4 | **19.0** |
| (4) 45-54 | 87 | 21.3 | **22.0** |
| (5) 55-64 | 108 | 26.5 | **27.3** |
| (6) 65-74 | 54 | 13.2 | **13.7** |
| (7) 75+ | 26 | 6.4 | **6.6** |
| **Total (Valid)** | **395** | **96.8** | **100.0** |
| (0) Missing Values | 13 | 3.2 | N/A |
| **Total (Base)** | **408** | **100.0** | **N/A** |

Just under three quarters (70%) of respondents were aged over 45. There were very few under 24 year olds who responded to the survey.

### 7.2.22: Gender

| Table 17 (Demographic): Respondent Gender (Q22) | | | |
|---|---|---|---|
| Base: All respondents (408) | Frequency (*f*) | Total (%) | Valid (%) |
| (1) Male | 165 | 40.4 | **42.7** |
| (2) Female | 221 | 54.2 | **57.3** |
| **Total (Valid)** | **386** | **94.6** | **100.0** |
| (0) Missing Values | 22 | 5.4 | N/A |
| **Total (Base)** | **408** | **100.0** | **N/A** |

Over half (57%) of those who responded were female.

### 7.2.23: Postcodes

The following list shows the frequency (number) of postal code areas from which respondents have responded.

1 Leeds
2 London
1 Medway

128 Luton
163 Milton Keynes
39 Stevenage

### 7.2.24: Ethnicity

| Table 18 (Demographic): Respondent Ethnicity (Q24) | | | |
|---|---|---|---|
| **Base: All respondents (408)** | **Frequency (*f*)** | **Total (%)** | **Valid (%)** |
| **(1) White British** | 174 | 42.6 | **44.1** |
| **(2) White English** | 175 | 42.9 | **44.3** |
| **(3) White Irish** | 7 | 1.7 | **1.8** |
| **(4) White Scottish** | 6 | 1.5 | **1.5** |
| **(5) White Welsh** | 6 | 1.5 | **1.5** |
| **(6) Traveller** | 1 | 0.2 | **0.3** |
| **(7) White Other** | 6 | 1.5 | **1.5** |
| **(8) Asian British** | 4 | 1.0 | **1.0** |
| **(9) Asian English** | 1 | 0.2 | **0.3** |
| **(10) Asian Scottish** | 1 | 0.2 | **0.3** |
| **(11) Pakistani** | 2 | 0.5 | **0.5** |
| **(12) Black British** | 1 | 0.2 | **0.3** |
| **(13) Black English** | 3 | 0.7 | **0.8** |
| **(14) Caribbean** | 2 | 0.5 | **0.5** |
| **(15) Chinese British** | 1 | 0.2 | **0.3** |
| **(16) Any other mixed background** | 2 | 0.5 | **0.5** |
| **(17) Other Ethnic Group** | 3 | 0.7 | **0.8** |
| **Total (Valid)** | **395** | **96.8** | **100.0** |
| **(0) Missing Values** | 13 | 3.2 | N/A |
| **Total (Base)** | **408** | **100.0** | **N/A** |

88% of respondents were White British or White English

Of those that ticked "other", the following nationalities were stated–

- African
- German British
- Italian
- Mauritian British

- No Name
- Swedish
- White European

### 7.2.25: Long term illness

| Table 19: Do you have any long term illness, health problems or disability, including problems which are due to old age that affect your ability to access information from the HER? (Q25) | | | |
|---|---|---|---|
| **Base: All respondents (408)** | **Frequency (*f*)** | **Base (%)** | **Valid (%)** |
| **(1) Yes** | 31 | 7.6 | **7.8** |
| **(2) No** | 353 | 86.5 | **89.1** |
| **(3) Don't know** | 12 | 2.9 | **3.0** |
| **Total (Valid: Single-Code)** | **396** | **97.1** | **100.0** |
| **(0) Missing Values** | 12 | 2.9 | N/A |
| **Total (Base)** | **408** | **100.0** | **N/A** |

The majority (90%) of respondents stated they do not have any long term illness, health problems or disability that affects their ability to access information from the HER.

## 7.2.26: If yes, please state how this limits your access?

- About 50 yards
- Arthritis
- Arthritis limits my walking now
- Because I have got heart problems
- Bi polar which should not be a problem as my tablets keep me stable
- Cant walk very far
- Difficulty in walking- blood pressure. Accommodation too small for wheelchair etc
- Difficulty travelling
- Distance walking
- Eyesight not as good as it was
- Heart problems
- Hip problems
- I do not drive or walk over uneven grounds etc
- I have arthritis of the ankles - walking is difficult- an electric buggy access would be appreciated
- I have had a stroke and I can only write with my left arm
- Limited stair/ slope climbing
- Little
- Mobility problems and no car mean getting to places and getting around them is difficult
- Need help with wheelchair and this help is not always available
- RSI
- Severe rheumatoid arthritis and old age
- Very limited mobility
- Walking to far
- Walking, driving (after dark)
- Wheelchair user

### 7.2.27: Occupational Groupings

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Missing cases | 14 | 12.4 | 12.4 | 12.4 |
| | A | 27 | 23.9 | 23.9 | 36.3 |
| | B | 39 | 34.5 | 34.5 | 70.8 |
| | C1 | 31 | 27.4 | 27.4 | 98.2 |
| | C2 | 2 | 1.8 | 1.8 | 100.0 |
| | Total | 113 | 100.0 | 100.0 | |

The occupational groupings are skewed in the favour of group B, due to the high proportion of Senior Archaeologists that were surveyed.

Nationally the proportions are normally:-

> Group A - 3% of the population
> Group B - 20% of the population
> Group C1 - 28% of the population
> Group C2 - 21% of the population
> Group D - 18% of the population

### 7.2.28: Any other comments

- As I am now enjoying my recovery period I would be happy to help HER in anyway I can. My four grandchildren who have university qualifications are anxious that I put my old experienced to use now I'm well
- At a time of budget "cuts" on real issues that Bedford County Council has, then this would come at the top of my list to scrap it.
- At present I am limited to bus travel as my husband has had a stroke and as yet can not drive. We have no free delivery of local papers and no national paper delivery, so coming by information is difficult. I use Toddington Library but only have time to select new books dues to bus timetable and not time now to look around at information boards and leaflets
- Bedfordshire is a beautiful county with lots of history that appears to be kept very local- to be able to access information about historic Bedfordshire easily would be great. It will mean great days out with children discovering more about the county that we live in.
- Best wished for us all
- Didn't understand why I got this
- Great to hear the HER is getting some additional funding and publicise and make better access to its service. Surprised that I have not heard about the service, despite being an Archaeology graduate and working

in a museum! Opportunities for "cross- domain" advertising e.g. On Bedford Museum brochures/ web-links. Educational opportunities- how about bringing resources out to the lower schools on "houses and homes" year 2?

- Heritage service is no good if kids know nothing of our history. Tell it in lower schools almost like fairy tails- the tragic story of Catherine of Aragon living near Houghton Regis for instance James I and Richard II could be worked into sex education. Lessons as a dire warning what happened to Piers Gaveston - don't tell me- you've never heard of him!!!
- Hope this is going to be online. Possibly with family tree archive information
- I didn't know that HER existed while I studied Archaeology A level at evening class. Even then, access seemed difficult. The office so small, not much room for too many public at one time
- I love our past years written little booklets about Ampthill and my family. These are in the Bedford museum. Also one on World War II in this once. I have found that interest comes as people get older and increased over the years
- I shall like to receive your literature so that I can pass it on to the Parish Council. Three if our members belong to the Parish Paths partnership, and go on very long hikes when on holiday. I have been on Parish council for 29 years, and have tried to resign twice in the past 4 years, but the other members persuaded me to stay on. I can still walk all around the villages when they are at work, to check if anything needs attention, and I get a lift to the District Council Meetings if matters important to us are to be discussed
- I think , in relation to me, that this survey is a complete waste of money
- I think it is very important that info concerning our heritage is readily available to all. I certainly support such use of lottery funding
- I think this would be for the younger generation to learn where there roots are from, it is also good to look back on the history
- I think you should get yourself a job that's does not ask people their business then sell the info. It would not make any difference why my answers are.
- I walk evening nights, so evening 'get togethers' are out of it. I use the broadband interest facility on my computer extensively
- I wonder how many Bedfordshire residents received this mailing. How much it cost and how justifiable the cost is in terms of outcomes! Although I support the upkeep/ maintenance of historical sites, I guess the vast majority of the local population do not have a pro-active interest!!! When it comes to actual promotion, perhaps newspapers, information sessions etc. Could have been tried before what is (undoubtedly) a very expensive exercise of this kind! The money would probably be better spent on protecting historical monuments directly!
- I would be interested to explore this website
- I would prefer my council tax to be spent on police and education (schools) before such surveys as this

- I'm not sure what HER is really about I'm very concerned about the environment and I belonged to Hedge years ago when Eric Bigwood was chairman. I don't believe in digging up burial sites. We would not like ourselves to be dug up in years to come
- In conclusion I would finally like to say the comments made are because o came very much have had to learn to accept " I don't know why you bother they will do what they want anyway" protecting is nine tenths of the law and the government are always the winner. My work is electrical
- Interested but getting to old and tired to participate
- It is important that people are made aware that this facility exists in the local area- web based access is also essential
- It sounded very interesting and could be useful to me for research re a book I plan to write- fictional set in this area. I am not from this area so it would help a lot. I think it is a wonderful way of keeping history alive
- Luton is not quite "Bedfordshire"
- Majority of services of Bedfordshire CC are poor. I suspect HER is just another ploy to provide pointless work for yet more council employees. I hope you can prove differently
- More publicity please!
- More wheelchair access needed for all to enjoy facilities and signed where access is
- My various tax payments are a heavy burden and I am opposed to more expenditure
- Never mind spending money on Bedfordshire's past - spend it on its future, schools, hospitals, police etc
- Our postal address may be Bedfordshire, but we are actually Bucks!
- Over thirty years in Scouting over fifty years with local church
- Pleasing that the authority is becoming more proactive in making historic records and information more widely available/ accessible to a wide contact base
- Presume HER is another name for the information held at the County Records Office which I do know about.
- Rather see money and resource put to better use I.e. Education, hospitals, pensions and anything else more deserving
- Sometimes facilities such as 'HER' can come across as too 'high brow' so families may not use them. Key to increasing use is to appeal to the majority by focussing on popular aspects;-historic battles, local folklore, artefacts. At the actual site it is essential that clear, in depth info is provided to maintain interest. Is this info readily available to University students? More in depth info relevant here
- Thank you very much for informing me about Beds HER-I've already been to the website and will be returning frequently
- Thanks for sending me this information, I wasn't aware of it previously
- The internet is a vast repository of information links from the Bedford site to other sites that contain more dead link information without your staff having to configure all of the content- just need to ensure links are still valid

- The same sorts of things have always been done - it doesn't need masses of paper/ questionnaires to find out the same stuff. Useful money could be spent more constructively elsewhere on things hat matter now- I.e. Road safety, NHS etc. Sorry to sound so bah humbug, but its not real stuff.
- Thirty five years ago in my previous teaching career I think the HER would have been a very useful resource- now probably just of interest
- This is the first time I have been aware of the Bedfordshire HER
- This is very interesting, I would like to get access to expert help in Neolithic activity in the region, and in particular on the Ridgeway's routes, an opportunity to meet and discuss the above topics with local experts would be good
- This is yet another waste of lottery money, there are many needy charity groups etc who could use this money to the advantage of many. This is one of the reasons we have stopped buying lottery tickets because no longer supports good causes
- This questionnaires and letter from the council is the first time I have heard the HER exists. I would like to know where the records are stored are how soon they will be available in web format
- Very useful to those who would use HER
- We would only be interested in accessing information from the internet. Which we will be going now that we know about it
- When I finished with the RAF I settled in County Durham I exchanged house with a family as they wanted to be near their relations. I liked Bedford and all my family have got on very well since we moved to Bedford
- Why does Bedfordshire have both an historical archive and an H.E.R?
- Wonderful stuff! Many thanks for the heads up! Would definitely like to see material in HER available more widely
- Working with many foreign students who single or with families I see they have a limited experience of the beauty of Bedfordshire during their short stay. Enriching their experiences would be a lovely way to give them wonderful memories to take home and talk about in their own countries, speeding a positive image of the UK, and the hospitality of Bedfordshire
- You should be able to attract more tourists through this initiative= more revenue for local economy= more funding for upkeep of historical sites. Thank you

## 7.3: Schools Findings

The following section sets out the results of the school survey. Unfortunately there was a very poor response from the schools survey, only 18 out of 219 schools responded so the results will have to be used qualitatively rather than quantitatively.

Results have been set into tables but as the sample is so small it can not be considered statistically viable. However the results do give an indication of levels of interest amongst schools and teachers and comments made by individual teachers and head teachers give good qualitative references.

### 7.3.1: Have you heard of Beds CC's Heritage Environment Service?

| Table 1: Have you heard of Bedfordshire County Council's Heritage & Environment Service? (Q1) | | | |
|---|---|---|---|
| Base: All respondents (18) | Frequency ($f$) | Percentage (%) | Valid (%) |
| (1) Yes | 6 | 33.3 | 33.3 |
| (2) No | 12 | 66.7 | 66.7 |
| Total (Valid: Single-Code) | 18 | 100.0 | 100.0 |
| (0) Missing Values | 0 | 0.0 | N/A |
| Total (Base) | 18 | 100.0 | N/A |

Two thirds of the schools who responded had not heard of Beds Heritage Environment Service.

### 7.3.2: Have you heard of Beds HER?

| Table 2: Have you heard of Beds HER? (Q2) | | | |
|---|---|---|---|
| Base: All respondents (18) | Frequency ($f$) | Percentage (%) | Valid (%) |
| (1) Yes | 4 | 22.2 | 22.2 |
| (2) No | 14 | 77.8 | 77.8 |
| Total (Valid: Single-Code) | 18 | 100.0 | 100.0 |
| (0) Missing Values | 0 | 0.0 | N/A |
| Total (Base) | 18 | 100.0 | N/A |

Three quarters of those schools also hadn't heard of the Bedfordshire Historic Environment Record.

### 7.3.3: Where did you hear about Beds HER?

| Table 3: If 'yes', where did you hear about it? (Q3) | | | |
|---|---|---|---|
| Base: All respondents (18) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) District or Borough Council Offices | 0 | 0.0 | 0.0 |
| (2) County Council Offices | 1 | 5.6 | 14.3 |
| (3) Bedford or Luton Museums | 0 | 0.0 | 0.0 |
| (4) Beds & Luton Archives & Records Service | 0 | 0.0 | 0.0 |
| (5) Bedfordshire CC website | 2 | 11.1 | 28.6 |
| (6) Other internet website | 0 | 0.0 | 0.0 |
| (7) Local Society | 0 | 0.0 | 0.0 |
| (8) Local press or media | 0 | 0.0 | 0.0 |
| (9) Word of mouth | 1 | 5.6 | 14.3 |
| (10) College or school | 0 | 0.0 | 0.0 |
| (11) Library | 2 | 11.1 | 28.6 |
| (12) Tourism Information Centre | 0 | 0.0 | 0.0 |
| (13) Other | 1 | 5.6 | 14.3 |
| Total (Valid: Multi-Code) | 7 | 38.9 | 100.0 |
| (0) Missing Values | 11 | 61.1 | N/A |
| Total (Base) | 18 | 100.0 | N/A |

Of those schools that had heard about the HER had found out about it via the Library and the Beds CC website.

### 7.3.4: Is your school interested in archaeological/historical related activities?

| Table 4: Is your school interested in archaeology related activities? (Q4) | | | |
|---|---|---|---|
| Base: All respondents (18) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) Yes | 18 | 100.0 | 100.0 |
| (2) No | 0 | 0.0 | 0.0 |
| Total (Valid: Single-Code) | 18 | 100.0 | 100.0 |
| (0) Missing Values | 0 | 0.0 | N/A |
| Total (Base) | 18 | 100.0 | N/A |

All the schools that were surveyed were interested in archaeology/history related activities.

### 7.3.5: Do you use your school grounds as a teaching aid/tool for delivering the syllabus

| Table 5: Do you use your school grounds as a teaching aid/tool for delivering the syllabus? (Q5) | | | |
|---|---|---|---|
| Base: All respondents (18) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) Yes | 12 | 66.7 | 66.7 |
| (2) No | 6 | 33.3 | 33.3 |
| Total (Valid: Single-Code) | 18 | 100.0 | 100.0 |
| (0) Missing Values | 0 | 0.0 | N/A |
| Total (Base) | 18 | 100.0 | N/A |

Two thirds of schools do use their grounds as a teaching tool.

### 7.3.6: Why do you not use your school grounds?

Of those schools (33%) that don't use their school grounds as a teaching tool state the following reasons as to why this is–

- No real space within the curriculum plus time issues
- Not historical
- Not yet plan to develop
- Nothing evident in school grounds
- The school grounds do not support the requirement of the syllabus. We do concentrate on history of our local area, mainly the town centre and previous school site.
- Very small site, we have a playground for the whole school and a small garden area for the younger children

### 7.3.7: Why have you not previously used the HER?

| Table 6: Reason for not using the HER? (Q7) | | | |
|---|---|---|---|
| Base: All respondents (18) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) Lack of information | 6 | 33.3 | 33.3 |
| (2) Lack of interest | 0 | 0.0 | 0.0 |
| (3) Never heard of HER | 12 | 66.7 | 66.7 |
| (4) Other | 0 | 0.0 | 0.0 |
| Total (Valid: Single Code) | 18 | 100.0 | 100.0 |
| (0) Missing Values | 0 | 0.0 | N/A |
| Total (Base) | 18 | 100.0 | N/A |

When stating reasons for not having used the HER previously two thirds of the schools said it was because they had not heard of the Beds HER and a third said that there was lack of information.

### 7.3.8: Would you be interested in on-line access to the HER?

| Table 7: Would you be interested in on-line access to the HER? (Q8) | | | |
|---|---|---|---|
| Base: All respondents (18) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) Yes | 18 | 100.0 | 100.0 |
| (2) No | 0 | 0.0 | 0.0 |
| Total (Valid: Single-Code) | 18 | 100.0 | 100.0 |
| (0) Missing Values | 0 | 0.0 | N/A |
| Total (Base) | 18 | 100.0 | N/A |

All the schools would be interested in on-line access to Beds HER.

### 7.3.9: What would you like to see included in an on-line heritage resource?

| Table 8: What would you like to see included in an on-line heritage resource?  (Q9) | | | |
|---|---|---|---|
| **Base: All respondents (18)** | **Frequency (*f*)** | **Percentage (%)** | **Valid (%)** |
| **(1) Bibliographic and other references** | 7 | 38.9 | **41.2** |
| **(2) Bespoke searches** | 10 | 55.6 | **58.8** |
| **(3) "Ready made" searches** | 13 | 72.2 | **76.5** |
| **(4) Explanations of monument types** | 11 | 61.1 | **64.7** |
| **(5) Explanations of historic periods** | 10 | 55.6 | **58.8** |
| **(6) Explanations of archaeological techniques** | 11 | 61.1 | **64.7** |
| **(7) In-depth information/essays on specific Bedfordshire related topics and sites** | 12 | 66.7 | **70.6** |
| **(8) Information on sites open to the public** | 8 | 44.4 | **47.1** |
| **(9) Interactive games with educational contexts** | 14 | 77.8 | **82.4** |
| **(10) Other interactive games** | 8 | 44.4 | **47.1** |
| **(11) Digital maps to search from** | 11 | 61.1 | **64.7** |
| **(12) Digital maps showing overlays by category** | 8 | 44.4 | **47.1** |
| **(13) Relevant photographs** | 17 | 94.4 | **100.0** |
| **(14) Ability to search related archives from the website** | 12 | 66.7 | **70.6** |
| **(15) Local knowledge & oral history stories** | 13 | 72.2 | **76.5** |
| **Total (Valid: Multi-Code)** | **17** | **94.4** | **100.0** |
| **(0) Missing Values** | 1 | 5.6 | N/A |
| **Total (Base)** | **18** | **100.0** | **N/A** |

The most popular items schools would like to see on an on-line resource are, relevant photographs (100%), interactive games with an educational context (82%), ready made searches (77%), local knowledge & oral history stories (77%) in-depth information essays on specific Beds related topics and sites (71%) and the ability to search related archives from the website & (71%). The least popular items were bibliographic and other references, information on sites open to the public, other interactive games, and digital maps showing overlays by category.

### 7.3.10: Why are you not interested in an on-line heritage resource?

Because all schools that responded to the survey were interested in on-line access there were no responses to this question.

### 7.3.11: Would your school be interested in other HER outreach activities?

| Table 9: Would you be interested in other HER outreach activities? (Q11) | | | |
|---|---|---|---|
| Base: All respondents (18) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) Travelling exhibitions of HER info in schools | 14 | 77.8 | **77.8** |
| (2) Workshops on how to use the website | 9 | 50.0 | **50.0** |
| (3) Leaflets about specific periods…. | 13 | 72.2 | **72.2** |
| (4) Teachers resource packs | 15 | 83.3 | **83.3** |
| (5) Info & interpretation boards at locations in Bedfordshire. | 8 | 44.4 | **44.4** |
| (6) Contributing info to the HER e.g. photos | 10 | 55.6 | **55.6** |
| (7) Talks given @ your school | 16 | 88.9 | **88.9** |
| (8) Walks organised for school children | 13 | 72.2 | **72.2** |
| (9) Archaeology events organised for families | 10 | 55.6 | **55.6** |
| **Total (Valid: Multi-Code)** | **18** | **100.0** | 100.0 |
| **(0) Missing Values** | 0 | 0.0 | N/A |
| **Total (Base)** | **18** | **100.0** | **N/A** |

The outreach activities that schools were most interested in were; talks given at schools by Beds staff (89%), teacher's resource pack (83%) travelling exhibitions of HER info (78%) and walks organised for school children (72%). The least popular activities were info and interpretation boards at locations in Beds, and workshops on how to use the website.

### 7.3.12: Where do you look for information about school trips/outings?

| Table 10: Where do you look for information about school trips/outings? (Q12) | | | |
|---|---|---|---|
| Base: All respondents (18) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) Internet | 7 | 38.9 | **38.9** |
| (2) Local press or media | 8 | 44.4 | **44.4** |
| (3) Local Library | 3 | 16.7 | **16.7** |
| (4) Word of Mouth | 13 | 72.2 | **72.2** |
| (5) Mail shots | 13 | 72.2 | **72.2** |
| (6) Events leaflets | 11 | 61.1 | **61.1** |
| (7) I don't | 0 | 0.0 | **0.0** |
| (8) Other | 2 | 11.1 | **11.1** |
| **Total (Valid: Multi Code)** | **18** | **100.0** | 100.0 |
| **(0) Missing Values** | 0 | 0.0 | N/A |
| **Total (Base)** | **18** | **100.0** | **N/A** |

When schools do look for information on school outings they three quarters find out via word of mouth or via mail shots.  Libraries, internet and local press/media were the least likely sources to be used.

## 7.3.13: Does your school currently offer lunchtime or after-school archaeological/historical clubs?

| Table 11: Does your school offer lunchtime or after-school clubs  (Q13) | | | |
|---|---|---|---|
| Base: All respondents (18) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) Yes | 0 | 0.0 | **0.0** |
| (2) No | 18 | 100.0 | **100.0** |
| Total (Valid: Single-Code) | **18** | **100.0** | **100.0** |
| (0) Missing Values | 0 | 0.0 | N/A |
| Total (Base) | **18** | **100.0** | **N/A** |

None of the schools who responded to the survey currently run any lunchtime or after school activities or clubs for history and archaeology.

## 7.3.14: Would you be interested in receiving support from Beds CC to assist with this?

| Table 12: Would you be interested in receiving support from Beds CC to assist with this?  (Q14) | | | |
|---|---|---|---|
| Base: All respondents (18) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) Yes | 11 | 61.1 | **64.7** |
| (2) No | 6 | 33.3 | **35.3** |
| Total (Valid: Single-Code) | **17** | **94.4** | **100.0** |
| (0) Missing Values | 1 | 5.6 | N/A |
| Total (Base) | **18** | **100.0** | **N/A** |

Two thirds of the schools would be interested in receiving help to do this.

## 7.3.15:  What type of support would be most useful?

The types of support schools would find most useful are –

- Expertise
- Funding for outside speakers, trips to archaeological digs, funding for resources that could be used in
- How to run a club & types of activities we could run (we are a lower school)
- Ideas about local history activities
- Interested but there are time constraints and only a couple of members of staff to deliver.
- Not sure
- Qualified adult taking club without the requirement for a teacher to be present
- Someone to come in to advise us & give relevant support.
- Teacher guide resource
- Would need to know what's available, then ask the pupils if there is any interest

**7.3.16: Name one way in which Beds HER could make itself more accessible to your school?**

The following are the ways in which Beds HER can make itself more accessible to schools -

- Access to information on line.
- Flyers
- Information
- Internet
- Knowing where it is and how to access via leaflets
- Mail-shots of what is available, where and how to access Beds HER.
- Make teachers aware of it.
- More information
- Provide us with more information and make service relevant to our children
- Regular e-mail newsletter?
- Website

**7.3.17: How many pupils does your school have?**

| Table 13: How many pupils does your school have (Q17) | | | |
|---|---|---|---|
| Base: All respondents (18) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) 0-50 | 1 | 5.6 | 5.6 |
| (2) 51-100 | 4 | 22.2 | 22.2 |
| (3) 101-150 | 2 | 11.1 | 11.1 |
| (4) 151-200 | 1 | 5.6 | 5.6 |
| (5) 201-250 | 1 | 5.6 | 5.6 |
| (6) 251-300 | 4 | 22.2 | 22.2 |
| (7) 300 + | 5 | 27.8 | 27.8 |
| Total (Valid: Single Code) | 18 | 100.0 | 100.0 |
| (0) Missing Values | 0 | 0.0 | N/A |
| Total (Base) | 18 | 100.0 | N/A |

Although the survey response was small, there was a good spread of all the different sized schools.

### 7.3.18: Which best describes the type of school you work for?

| Table 14: Which of the following best describes your type of school? (Q18) | | | |
|---|---|---|---|
| Base: All respondents (18) | Frequency (ƒ) | Percentage (%) | Valid (%) |
| (1) Infant | 0 | 0.0 | 0.0 |
| (2) Junior | 0 | 0.0 | 0.0 |
| (3) Primary | 2 | 11.1 | 11.1 |
| (4) Lower | 10 | 55.6 | 55.6 |
| (5) Prep school | 0 | 0.0 | 0.0 |
| (6) Private school | 0 | 0.0 | 0.0 |
| (7) Middle | 4 | 22.2 | 22.2 |
| (8) Secondary | 0 | 0.0 | 0.0 |
| (9) Upper | 2 | 11.1 | 11.1 |
| (10) Other | 0 | 0.0 | 0.0 |
| Total (Valid: Single Code) | 18 | 100.0 | 100.0 |
| (0) Missing Values | 0 | 0.0 | N/A |
| Total (Base) | 18 | 100.0 | N/A |

The majority of schools that responded to the survey were Lower schools; there were no responses from private schools, infant, junior, prep schools or secondary schools.

### 7.3.19: Postcodes?

| | | | |
|---|---|---|---|
| LU7 3DX | MK429GP | MK443DR | SG18 8NX |
| MK17 8JT | MK43 0UZ | MK45 2QR | SG185QS |
| MK40 4AZ | MK43 7LP | MK45 3BX | |
| MK41 8EN | MK44 3QD | MK45 3LL | |

### 7.3.20: Which best describes the ethnic origin of the majority of pupils at your school?

| Table 15: (Demographic): Respondent Ethnicity (Q19) | | | |
|---|---|---|---|
| Base: All respondents (408) | Frequency (ƒ) | Total (%) | Valid (%) |
| (1) White | 16 | 88.9 | 88.9 |
| (2) Mixed | 1 | 5.6 | 5.6 |
| (3) Indian | 0 | 0.0 | 0.0 |
| (4) Pakistani | 0 | 0.0 | 0.0 |
| (5) Bangladeshi | 1 | 5.6 | 5.6 |
| (6) Other Asian | 0 | 0.0 | 0.0 |
| (7) Chinese | 0 | 0.0 | 0.0 |
| (8) Black Caribbean | 0 | 0.0 | 0.0 |
| (9) Black African | 0 | 0.0 | 0.0 |
| (10) Black Other | 0 | 0.0 | 0.0 |
| (11) Other | 0 | 0.0 | 0.0 |
| Total (Valid) | 18 | 100.0 | 100.0 |
| (0) Missing Values | 0 | 0.0 | N/A |
| Total (Base) | 18 | 100.0 | N/A |

There were two schools that considered the majority of their pupils to be of mixed ethnic background or of Bangladeshi background. However the vast majority were of white origin.

## 7.3.21: Which of the following best describes the area in which your school is located?

| Table 16: Which of the following best describes the area your school is located (Q21) | | | |
|---|---|---|---|
| Base: All respondents (18) | Frequency (*f*) | Percentage (%) | Valid (%) |
| (1) Town | 6 | 33.3 | 40.0 |
| (2) Suburb | 1 | 5.6 | 6.7 |
| (3) Village (rural) | 6 | 33.3 | 40.0 |
| (4) Village (urban) | 2 | 11.1 | 13.3 |
| (5) Isolated/Rural | 0 | 0.0 | 0.0 |
| Total (Valid: Single Code) | 15 | 83.3 | 100.0 |
| (0) Missing Values | 3 | 16.7 | N/A |
| Total (Base) | 18 | 100.0 | N/A |

The schools that responded came from a variety of locations but mainly towns or rural village locations.

## 7.3.22: Any other comments?

There were only two comments made by schools-

- Always willing to take part in a wide range of activities when we are aware of them.
- I look forward to learning from you

## 7.4: Bedfordshire HER user questionnaire

Bedfordshire
county council

Supported by the
**Heritage Lottery Fund**

themarket**research**group
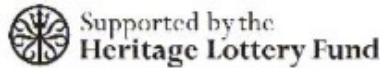
# Bedfordshire County Council Heritage and Environment Service

## Bedfordshire Historic Environment Record Users Questionnaire

Our records show that you have used the Bedfordshire Historic Environment Record (HER), formerly known as the Sites and Monuments Record, between 2003 and 2006. We are currently undertaking a project funded by the Heritage Lottery Fund to examine the HER's users and develop the services that it offers. The Market Research Group have developed this questionnaire to help us do this and we would be very grateful if you could answer the following questions. The results will help us to improve the way we deal with enquiries and also help us decide on how we might develop our services in the future.

### Finding out about us

**Q1   How did you find out about us? (Please tick all that apply).**

District or Borough Council office ......................... ☐

County Council office ............................................. ☐

Bedford or Luton Museums ................................... ☐

Bedfordshire & Luton Archives and Records
Service (BLARS) ..................................................... ☐

Bedfordshire CC website ....................................... ☐

Other Internet website (please sgive details) ...... ☐

Local society (please give details) ....................... ☐

Local press or media .............................................. ☐

Word of mouth ........................................................ ☐

College or School ................................................... ☐

Library ...................................................................... ☐

Tourist Information Centre....................................... ☐

Other (please give details)...................................... ☐

*Details of website,
society or other*

**Q2   Was it easy to find out about our Bedfordshire
Historic Environment Record service (HER)?**

Yes ☐ Go to Q4        No ☐ Go to Q3

**Q3   If "No" what were the reasons for the difficulties?**

------------------------------------------

**Q4   In what capacity were you accessing information
from the HER?  As a..... (Please tick the most
appropriate).**

Amateur archaeologist/historian ......................... ☐

Archaeological or historical consultant ................ ☐

Archaeological contractor ...................................... ☐

General planning/environmental consultant........ ☐

Land/Building Developer ........................................ ☐

Journalist ................................................................. ☐

Officer for Countryside Project/Trust ................... ☐

Local Government Officer........................................ ☐

Civil Servant ............................................................ ☐

Teacher/Lecturer ..................................................... ☐

School Pupil ............................................................. ☐

Student ..................................................................... ☐

Interested member of public ................................. ☐

'Other (please specify below)............................. ☐

*Other*

## The Service we provide for you

**Q5** How many times have you used our service in the last 2 years?

Once ................................................................................. ☐

2-5 ..................................................................................... ☐

6-10 ................................................................................... ☐

More than 10 times ......................................................... ☐

**Q6** Thinking about the last time you used the HER how did you access the information?

Visit to HER office ..... ☐ Go to Q7

Postal request .......... ☐ Go to Q12

E-mail request .......... ☐ Go to Q12

Phone request .......... ☐ Go to Q12

*Other (please specify) ..................... ☐ Go to Q12

*Other

- - - - - - - - - - - - - - - - - -

- - - - - - - - - - - - - - - - - -

**Q7** If you visited County Hall where did you travel from?

Bedfordshire (including Luton) ............................ ☐

UK outside Bedfordshire ...................................... ☐

Outside UK ............................................................ ☐

**Q8** How far did you travel?

Under 50 miles .................................................... ☐

50-99 miles........................................................... ☐

Over 100 miles ..................................................... ☐

**Q9** How did you travel to County Hall? (Please tick all that apply).

Car........................................................................ ☐

Bus/Coach ............................................................ ☐

Motorcylce ............................................................ ☐

Taxi........................................................................ ☐

Train ...................................................................... ☐

Bicycle .................................................................. ☐

Walked .................................................................. ☐

**Q10** Did you try to park at County Hall?

Yes ...... ☐ Go to Q11    No........ ☐ Go to Q12

**Q11** If "Yes", did you find a space easily?

Yes.......................... ☐    No ........................... ☐

**Q12** Thinking about your most recent use of the HER, if you visited, how would you rate it on the following? (please tick once against each option if applicable)

| | Very good | Good | Neither | Poor | Very poor |
|---|---|---|---|---|---|
| Helpfulness of staff | ☐ | ☐ | ☐ | ☐ | ☐ |
| Range of sources and info. in the HER | ☐ | ☐ | ☐ | ☐ | ☐ |
| Accessibility of HER | ☐ | ☐ | ☐ | ☐ | ☐ |
| Standard of equipment | ☐ | ☐ | ☐ | ☐ | ☐ |
| Accessibility of equipment | ☐ | ☐ | ☐ | ☐ | ☐ |
| Photocopying service | ☐ | ☐ | ☐ | ☐ | ☐ |
| Booking availability | ☐ | ☐ | ☐ | ☐ | ☐ |
| Space to work | ☐ | ☐ | ☐ | ☐ | ☐ |

**Q13** Are there any other comments you would like to make regarding your most recent use of the HER?

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- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

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**Q14** Have you ever used any other Historic Environment Records (HER) or Sites and Monuments Records? (SMR)

Yes............................ ☐ Go to Q15

No .............................. ☐ Go to Q17

**Q15** If "Yes", where?

**Q16** Were there any aspects of these other HER's that you would like Bedfordshire to provide?

**Q17** Was your enquiry of a commercial nature?

Yes............................ ☐ Go to Q18

No .............................. ☐ Go to Q20

**Q18** Was a charge made for consulting the HER?

Yes ............................ ☐ Go to Q19

No .............................. ☐ Go to Q22

**Q19** If charged, how does our scale of charges compare with other HER offices?

| | Less expensive | About the same | Excessive | Don't know |
|---|---|---|---|---|
| Scale of charges | ☐ | ☐ | ☐ | ☐ |

**Q20** If yours was a non-commercial enquiry would you be prepared to pay for access to the information we hold on our HER in the future?

Yes............................ ☐ Go to Q21

No .............................. ☐ Go to Q22

**Q21** If "Yes", how much would you be prepared to pay?

£ _____

**Q22** Are there any other facilities that Beds CC could have provided that would have helped you?

_____

_____

_____

_____

**Q23** If your enquiry was made remotely (e.g by phone, e-mail or post), how long was it before we dealt with your most recent enquiry?

Immediately ............. ☐   2 weeks.................... ☐

2-4 days.................. ☐   More than 2 weeks.... ☐

1 week ..................... ☐

**Q29** Was the information you received... (Please tick only one):

*A lot better than expected (please specify) .................................................... ☐

Better than expected .............................................................................. ☐

As expected ......................................................................................... ☐

Worse than expected .............................................................................. ☐

*Far worse than expected (please specify) ................................................... ☐

*If you ticked "A lot better than expected" or "Far worse than expected", please can you give a reason for this? _____

**Q24** Did the information we sent answer your enquiry adequately?

Yes ............................ ☐ Go to Q26

No ................................ ☐ Go to Q25

**Q25** If "No", please can you give a reason for this?

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**Q26** What information did you obtain in response to your last enquiry? (e.g. printouts, photocopied articles, digital data etc.)

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**Q27** Was the information we sent in a format that was helpful to you?

Yes ....... ☐ Go to Q29    No ......... ☐ Go to Q28

**Q28** If "No", please can you give a reason for this?

_____

_____

_____

_____

_____

_____

## Looking to your future needs

**Q30**  If all of the following were available which would be YOUR preferred method of access to the HER

| | Most pre-ferred | Pre-ferred | OK | Least pre-ferred | Not pre-ferred |
|---|---|---|---|---|---|
| Access to the HER through the internet | ☐ | ☐ | ☐ | ☐ | ☐ |
| HER information sent by post or e-mail to you | ☐ | ☐ | ☐ | ☐ | ☐ |
| An HER research centre where you could research your own enquiry | ☐ | ☐ | ☐ | ☐ | ☐ |
| Access to the HER from another establishment (eg County Record Office or library) | ☐ | ☐ | ☐ | ☐ | ☐ |
| Access to archaeological advice from our staff | ☐ | ☐ | ☐ | ☐ | ☐ |
| Leaflets/publications on the local archaeology | ☐ | ☐ | ☐ | ☐ | ☐ |
| *Other (please specify) | ☐ | ☐ | ☐ | ☐ | ☐ |

*Other

**Q31**  Do you have children or do you work with children who may access the HER?

Yes............................ ☐ Go to Q32         No .............................. ☐ Go to Q33

**Q32**  If all of the following were available which would be CHILDREN'S preferred method of access to the HER (please tick once against each option)

| | Most pre-ferred | Pre-ferred | OK | Least pre-erred | Not pre-ferred |
|---|---|---|---|---|---|
| Access to the HER through the internet | ☐ | ☐ | ☐ | ☐ | ☐ |
| HER information sent by post or e-mail to you | ☐ | ☐ | ☐ | ☐ | ☐ |
| An HER research centre where you could research your own enquiry | ☐ | ☐ | ☐ | ☐ | ☐ |
| Access to the HER from another establishment (eg County Record Office or library) | ☐ | ☐ | ☐ | ☐ | ☐ |
| Access to archaeological advice from our staff | ☐ | ☐ | ☐ | ☐ | ☐ |
| Leaflets/publications on the local archaeology | ☐ | ☐ | ☐ | ☐ | ☐ |
| *Other (please specify) | ☐ | ☐ | ☐ | ☐ | ☐ |

*Other

**Q33**  If you were to visit the HER offices what facilities would you like to see provided there in addition to the HER info? (Please tick all that apply).

| | | | |
|---|---|---|---|
| Internet............................................... | ☐ | Scanner ............................................... | ☐ |
| Computers/CD Rom.............................. | ☐ | Digital Camera .................................... | ☐ |
| Reference books/leaflets ..................... | ☐ | E-mail................................................... | ☐ |
| Photocopying facilities ......................... | ☐ | Desk space to work.............................. | ☐ |
| Colour Copying .................................... | ☐ | Staff to help research........................... | ☐ |
| Aerial photographs............................... | ☐ | *Other (please specify) ........................ | ☐ |
| Maps..................................................... | ☐ | | |

*Other

**Q34**  **Are you aware that we hold the following material?**

|  | Yes | No |
|---|---|---|
| PPG 15 & PPG 16 (Grey literature) generated reports | ☐ | ☐ |
| Oblique archaeological aerial photographs | ☐ | ☐ |
| RAF vertical aerial photographs (1940's) | ☐ | ☐ |
| Vertical aerial photographs 1968 to present day | ☐ | ☐ |
| Published & unpublished sources of local information | ☐ | ☐ |
| Parish Surveys | ☐ | ☐ |
| Transcripts of historic maps (inc. Tithe & Enclosure) | ☐ | ☐ |

**Q35**  **Which of the following would have been useful for you? (Please tick all that apply).**

PPG 15 & PPG 16 (Grey literature) generated reports .................................................... ☐
Historic OS maps (paper & digital) 6", 25" ..................................................................... ☐
Oblique archaeological aerial photographs ...................................................................... ☐
RAF vertical aerial photographs (1940's) ........................................................................ ☐
Vertical aerial photographs 1968 to present day ............................................................. ☐
Published & unpublished sources of local information ...................................................... ☐
Parish Surveys ................................................................................................................. ☐
Transcripts of historic maps (inc. Tithe & Enclosure) ...................................................... ☐
Brief interpretative text summarising each HER site ........................................................ ☐

**Q36**  **Would you in future like to be able to feed information directly into the HER?**

Yes ............................. ☐ Go to Q37        No ............................... ☐ Go to Q38

**Q37**  **If "Yes", by which of the following methods would you prefer to pass on the information to us?**

E-mail .............................................................................................................................. ☐
On-line form (Internet) ...................................................................................................... ☐
By post ............................................................................................................................. ☐
By phone .......................................................................................................................... ☐
*Other (please specify) ..................................................................................................... ☐

*Other

**Q38**  **How important do you think it is for the HER to offer any of the following?**

|  | Very important | Important | Neither | Un-impor-tant | Very unim-portant |
|---|---|---|---|---|---|
| Exhibitions | ☐ | ☐ | ☐ | ☐ | ☐ |
| Displays | ☐ | ☐ | ☐ | ☐ | ☐ |
| Interactive displays | ☐ | ☐ | ☐ | ☐ | ☐ |
| Events | ☐ | ☐ | ☐ | ☐ | ☐ |
| Talks | ☐ | ☐ | ☐ | ☐ | ☐ |
| Walks | ☐ | ☐ | ☐ | ☐ | ☐ |
| *Other (please specify) | ☐ | ☐ | ☐ | ☐ | ☐ |

*Other

## Some information about yourself

**Q39**   Do you have access to the Internet? (Please tick all that apply).

At home .................................................... ☐         At the library ........................................ ☐

At work ................................................... ☐         At an Internet Cafe ............................... ☐

At school/College/ University ................... ☐         No Access ............................................. ☐

**Q40**   May we ask which age category you fall into?

Under 18yrs ............................................. ☐         45-54yrs ................................................. ☐

18-24yrs .................................................. ☐         55-64yrs ................................................. ☐

25-34yrs .................................................. ☐         65-74yrs ................................................. ☐

35-44yrs .................................................. ☐         75+yrs .................................................... ☐

**Q41**   May we ask your gender?

Male........................................................ ☐         Female .................................................... ☐

**Q42**   What is your postcode? (Please put your work postcode if you are replying in a professional/commercial capacity)

*Postcode*                                                  _____

**Q43**   Have you completed your full-time education?

Yes ............................ ☐ Go to Q45              No ................................ ☐ Go to Q44

**Q44**   At what type of educational establishment are you currently studying?  (please name the establishment)

*School (please name)............................................................................................................ ☐

*College/6th form college (please name) ............................................................................... ☐

*University (please name) ....................................................................................................... ☐

*Post graduate (please name) ................................................................................................ ☐

*Adult Education/Lifelong learning (please name).................................................................. ☐

*Other (please specify).......................................................................................................... ☐

*Name of establishment or Other

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**Q45**   What is the highest level of educational qualification you have achieved? (If overseas qualification please specify which below)

No qualifications..................................................................................................................... ☐

School certificate.................................................................................................................... ☐

GCSE or equivalent ............................................................................................................... ☐

AS/A level or equivalent.......................................................................................................... ☐

BTEC/GNVQ's ........................................................................................................................ ☐

HND/Diploma .......................................................................................................................... ☐

First degree (BA/BSc) or equivalent....................................................................................... ☐

Masters degree (MA/MSc) ..................................................................................................... ☐

PhD or equivalent................................................................................................................... ☐

*Other (please write below) ................................................................................................... ☐

*Other

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

**Q46**    To which of these ethnic groups do you consider you belong?

| | | | |
|---|---|---|---|
| White British | ☐ | Black English | ☐ |
| White English | ☐ | Black Irish | ☐ |
| White Irish | ☐ | Black Scottish | ☐ |
| White Scottish | ☐ | Black Welsh | ☐ |
| White Welsh | ☐ | Caribbean | ☐ |
| Traveller (inc Gypsy, Roma and Irish traveller) | ☐ | African | ☐ |
| *White other (please specify) | ☐ | *Any other Black background (please specify) | ☐ |
| Asian | ☐ | Chinese | ☐ |
| Asian British | ☐ | Chinese British | ☐ |
| Asian English | ☐ | Chinese English | ☐ |
| Asian Irish | ☐ | Chinese Irish | ☐ |
| Asian Scottish | ☐ | Chinese Scottish | ☐ |
| Asian Welsh | ☐ | Chinese Welsh | ☐ |
| Bangladesh | ☐ | *Any other Chinese background (please specify) | ☐ |
| Indian | ☐ | Mixed White and Black Caribbean | ☐ |
| Pakistani | ☐ | Mixed White and Black African | ☐ |
| *Any other Asian background (please specify) | ☐ | Mixed White and Asian | ☐ |
| Black | ☐ | *Any other Mixed background (please specify) | ☐ |
| Black British | ☐ | *Other Ethnic Group (please specify) | ☐ |

*White "other"

*Asian "other"

*Black "other"

*Chinese "other"

*Mixed "other"

*"Other" Ethnic group

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**Q47**    Please name any appropriate clubs or societies you are affiliated with that might find our records useful.

_____

_____


**Q48**    Do you have any long-term illness, health problems or disability, including problems which are due to old age that affect your ability to access information from the HER?

Yes............ ☐ Go to Q49        No ............... ☐ Go to Q50        Don't know.... ☐ Go to Q50


**Q49**    If "Yes", please state how this limits your access?

_____

_____


**Q50**    Please state the occupation or job title of the main wage earner or head of your Household.  If they have "retired" or are not working for any reason please specify their last main job.

_____

_____

**Q51** Please include any other comments you may have below.

## Thank You Very Much For Your Help

If you are interested in being contacted for taking part in a focus group about the Bedfordshire HER and how it may be useful to you professionally or for you and your family and friends as interested members of the public, then please complete your contact details below.

*Name*

*Address*

*Postcode*

*Telephone*

*E-mail address*

🔓 Your details will be held securely by The Market Research Group (MRG) at Bournemouth University for the purposes of contacting you with information about future surveys or focus groups for the Bedfordshire HER and will not be made available to any third party. MRG will be the Data Controller. Should you wish your details to be removed from the database this will be done immediately on request (please contact Nicky Johnston 01202 503887 or njohnston@bournemouth.ac.uk).

## 7.5: Bedfordshire HER non user questionnaire.

**Bedfordshire**
county council

**Supported by the Heritage Lottery Fund**

**themarketresearchgroup**

Bedfordshire County Council Heritage & Environment Service

## Bedfordshire Historic Environment Record Non User Questionnaire

We are currently undertaking a project funded by the Heritage Lottery Fund to improve the service offered by the Bedfordshire Historic Environment Record (HER), formerly known as the Sites and Monuments Record (SMR). As part of the HLF-funded project we are contacting a sample of existing and potential future users. We are trying to find out how many people are aware of our service and how many potential new users there might be and their requirements. This questionnaire relates to your use of the service as a resident of the County of Bedfordshire. The Market Research Group have developed this questionnaire to help us do this and we would be very grateful if you could answer the following questions.

### Finding out about us

**Q1** Did you know that the County Council has a Heritage & Environment Service?

Yes ☐   No ☐

**Q2** Do you know what an HER is?

Yes ☐   No ☐

**Q3** Have you heard of the Bedfordshire HER?

Yes ☐ Go to Q4   No ☐ Go to Q5

**Q4** If "Yes", where did you hear about it? (Please tick all that apply).

District or Borough Council Offices ☐
County Council Offices ☐
Bedford or Luton Museums ☐
Bedfordshire & Luton Archives & Records Service (BLARS) ☐
Bedfordshire CC website ☐
Other Internet website * (please state which) ☐
Local society * (please give details) ☐
Local press or media ☐
Word of mouth ☐
College or School ☐
Library ☐
Tourist Information Centre ☐
Other* (please give details) ☐

Details of of website, society or other

www.themarketresearchgroup.co.uk                                    Page 127

**Q5** Are you a member of a local archaeological or historical society or group?

Yes ...... ☐ Go to Q6     No........ ☐ Go to Q7

**Q6** Please state the name of the society or group you are a member of?

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**Q7** Do you visit any of the following in Bedfordshire?

|  | Yes |  | No |  |
|---|---|---|---|---|
| Countryside sites in Bedfordshire | ☐ | Go to Q9 | ☐ | Go to Q8 |
| Historic sites in Bedfordshire | ☐ | Go to Q9 | ☐ | Go to Q8 |

**Q8** If "No" why is this?

**Q9** Have you used the Bedfordshire HER service?

Yes.......................... ☐     No ............................ ☐

**Q10** Would you like to find out more about the information contained within the HER?

Yes ..... ☐ Go to Q11     Maybe.. ☐ Go to Q11

No........ ☐ Go to Q13

**Q11** Would you use the HER in future?

Yes ...... ☐ Go to Q12     Maybe.. ☐ Go to Q12

No........ ☐ Go to Q13

**Q12** For what purpose do you think you would use the information contained within the HER?

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**Q13** If "No" please can you give some reason for this?

**Q14** Would you be interested in on-line access to the HER?

Yes ...... ☐ Go to Q15     No........ ☐ Go to Q16

**Q15** If "Yes", what would you like to see included in an on-line heritage resource, in addition to the basic HER information for each site or feature? (Please tick all that apply).

Bibliographic and other references .................... ☐

Bespoke searches (e.g. choose from drop-down lists of categories) ..................................... ☐

"Ready made" searches (e.g.castles in Bedfordshire, Roman Villas etc.) ........................ ☐

Explanations of monument types (e.g.barrows, hillforts, etc.) ........................................................ ☐

Explanations of historic periods (e.g.Mesolithic, Iron age, etc) ........................................................ ☐

Explanations of archaeological techniques (eg. fieldwork, finds recording, etc.) ........................... ☐

In-depth information/essays on specific Bedfordshire related topics and sites (e.g. Iron Age Bedfordshire, Medieval Moats, World War II sites in Bedfordshire) ........................................ ☐

Information on sites open to the public .............. ☐

Interactive games with educational contexts ...... ☐

Other interactive games ..................................... ☐

Digital maps to search from ................................ ☐

Digital maps showing overlays by category (e.g. period or monument type) ................................... ☐

Relevant photographs ........................................ ☐

Ability to search related archives from the website (e.g. museum objects, art, natural history and geological specimens)...................... ☐

Local knowledge and oral history stories............ ☐

**Q16** If "No" please can you give some reason for this?

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**Q17** Would you be interested in other HER outreach activities? (Please tick all that apply).

Travelling exhibitions of HER information (e.g.in libraries, museums, town centres and other community locations) ......................................... ☐

Workshops on how to use the website (in libraries etc.) ..................................................... ☐

Leaflets about specific periods, monuments or parishes in Bedfordshire ..................................... ☐

Teacher's resource packs linking HER information to Key Stage curriculum areas......... ☐

Information and interpretation boards at areas of historic and archaeological significance throughout Bedfordshire ................................... ☐

Contributing information to the HER e.g. photos family history, local knowledge .......................... ☐

Talks.................................................................. ☐

Walks................................................................. ☐

Events .............................................................. ☐

**Q18** How else could we make the Bedfordshire HER more appealing to the general public and increase public knowledge of the HER?

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## Some information about yourself

**Q19** Do you have access to the Internet at home?

Yes ...... ☐ Go to Q20    No........ ☐ Go to Q21

**Q20** Do you have Broadband at home?

Yes...................... ☐    No ......................... ☐

**Q21** May we ask which age category you fall into?

| | | | |
|---|---|---|---|
| Under 18yrs............. ☐ | 45-54yrs.................. ☐ |
| 18-24yrs.................. ☐ | 55-64yrs.................. ☐ |
| 25-34yrs.................. ☐ | 65-74yrs.................. ☐ |
| 35-44yrs.................. ☐ | 75+yrs.................... ☐ |

**Q22** May we ask your gender?

Male ...................... ☐    Female.................. ☐

**Q23** What is your postcode?

Postcode ☐

**Q24** To which of these ethnic groups do you consider you belong?

| | | | |
|---|---|---|---|
| White British................................. ☐ | Black English..................................... ☐ |
| White English ................................ ☐ | Black Irish ........................................ ☐ |
| White Irish .................................... ☐ | Black Scottish.................................... ☐ |
| White Scottish ............................... ☐ | Black Welsh....................................... ☐ |
| White Welsh .................................. ☐ | Caribbean.......................................... ☐ |
| Traveller (inc Gypsy, Roma and Irish traveller) .... ☐ | African .............................................. ☐ |
| White other (please specify)............... ☐ | Any other Black background (please specify)....... ☐ |
| Asian............................................ ☐ | Chinese ............................................ ☐ |
| Asian British ................................. ☐ | Chinese British .................................. ☐ |
| Asian English ................................ ☐ | Chinese English ................................ ☐ |
| Asian Irish .................................... ☐ | Chinese Irish ..................................... ☐ |
| Asian Scottish ............................... ☐ | Chinese Scottish ................................ ☐ |
| Asian Welsh .................................. ☐ | Chinese Welsh................................... ☐ |
| Bangladesh ................................... ☐ | Any other Chinese background (please specify) .. ☐ |
| Indian .......................................... ☐ | Mixed White and Black Caribbean ...................... ☐ |
| Pakistani ...................................... ☐ | Mixed White and Black African.......................... ☐ |
| Any other Asian background (please specify) ...... ☐ | Mixed White and Asian................................. ☐ |
| Black............................................ ☐ | Any other Mixed background (please specify)....... ☐ |
| Black British ................................. ☐ | *Other Ethnic Group (please specify)................... ☐ |

ᵒWhite "other"

^Asian "other"

ᵇBlack "other"

*Chinese "other"

ᵃMixed "other"

*"Other" Ethnic group

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**Q25** Do you have any long-term illness, health problems or disability, including problems which are due to old age that affect your ability to access information from the HER?

Yes............................ ☐ Go to Q26

No ............................. ☐ Go to Q27

Don't know................ ☐ Go to Q27

**Q26** If "Yes", please state how this limits your access?

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**Q27** What is (or was if retired) the occupation of the chief income earner in your household?

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**Q28** Please include any other comments you may have below.

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If you are interested in being contacted for taking part in a focus group about the Bedfordshire HER and how it maybe useful to you or your family and friends in the future, then please complete your contact details below.

Name ---------------------------------------

Address ---------------------------------------
---------------------------------------
---------------------------------------

Postcode ---------------------------------------

Telephone Number ---------------------------------------

E-mail address ---------------------------------------

## Thank You Very Much For Your Help

Your details will be held securely by The Market Research Group (MRG) at Bournemouth University for the purposes of contacting you with information about future surveys or focus groups for the Bedfordshire HER and will not be made available to any third party. MRG will be the Data Controller. Should you wish your details to be removed from the database this will be done immediately on request (please contact Nicky Johnston 01202 963887 or njohnston@bournemouth.ac.uk).

## 7.6: Bedfordshire HER schools questionnaire.

**Bedfordshire County Council Heritage & Environment Service**

### Bedfordshire Historic Environment Record Schools Survey

We are currently undertaking a project funded by the Heritage Lottery Fund to improve the service offered by the Bedfordshire Historic Environment Record (HER), formerly known as the Sites and Monuments Record (SMR). As part of the HLF-funded project we are contacting a sample of existing and potential future users. We are trying to find out how many schools are aware of our service and how many potential new users there might be and their requirements. This questionnaire relates to your use of the service as a school within the County of Bedfordshire. The Market Research Group have developed this questionnaire to help us do this and we would be very grateful if you could answer the following questions.

**Q1** Have you heard of Bedfordshire County Council's Heritage and Environment Service?
Yes ☐   No ☐

**Q2** Have you heard of Bedfordshire's Historic Environment Record (HER)?
Yes ☐ Go to Q3   No ☐ Go to Q4

**Q3** If "Yes", where did you hear about us? Please tick all that apply.

District or Borough Council Offices ☐   Local society * (please give details) ☐
County Council Offices ☐   Local press or media ☐
Bedford or Luton Museums ☐   Word of mouth ☐
Bedfordshire & Luton Archives & Records   College or School ☐
Service (BLARS) ☐   Library ☐
Bedfordshire CC website ☐   Tourist Information Centre ☐
Internet website * (please state which) ☐   Other* (please give details) ☐

*Details of website, society or other

_____

**Q4** Is your school interested in archaeological/historical related activities?
Yes ☐   No ☐

**Q5** Do you use your school grounds as a teaching aid/tool for delivering the syllabus?
Yes ☐   No ☐

**Q6** If "No", why is this?

--------------------------------------------------------------------------

**Q7**     **As your school's details are not on our database, we assume that your school has not previously used the HER - which of the following reasons best explains why? Please tick only ONE box.**

Lack of information ....................................................................................... | |

Lack of interest ............................................................................................ | |

Never heard of HER ..................................................................................... ☐

Other* (please specify) ................................................................................ | |

*Other*

----------------------------------------------------------------------

**Q8**     **Would you be interested in on-line access to the HER?**

Yes.................................... ☐      No ...................................... ☐

**Q9**     **If "Yes", what would you like to see included in an on-line heritage resource, in addition to the basic HER information for each site or feature? Please tick all that apply.**

Bibliographic and other references......................................................... ☐

Bespoke searches (e.g. choose from drop-down lists of categories) ............. ☐

"Ready made" searches (e.g. castles in Bedfordshire, Roman Villas etc.) ..................... | |

Explanations of monument types (e.g. barrows, hillforts, etc.) ...................... ☐

Explanations of historic periods (e.g. Mesolithic, Iron age, etc) ................... ☐

Explanations of archaeological techniques (eg. fieldwork, finds recording, etc.) .............. | |

In-depth information/essays on specific Bedfordshire related topics and sites (e.g. Iron Age Bedfordshire, Medieval Moats, World War II sites in Bedfordshire)................................ | |

Information on sites open to the public.................................................. | |

Interactive games with educational contexts.......................................... ☐

Other interactive games ....................................................................... ☐

Digital maps to search from................................................................... | |

Digital maps showing overlays by category (e.g. period or monument type) ................ ☐

Relevant photographs ........................................................................... ☐

Ability to search related archives from the website (e.g. museum objects, art, natural history and geological specimens)............................................................................... ☐

Local knowledge and oral history stories. ............................................. | |

**Q10**     **If "No" please can you give some reason for this?**

----------------------------------------------------------------------

**Q11**     **Would your school be interested in other HER outreach activities? (Please tick all that apply)**

Travelling exhibitions of HER information in schools......................................... | |

Workshops on how to use the website ......................................................... ☐

Leaflets about specific periods, monuments or parishes in Bedfordshire................. ☐

Teacher's resource packs linking HER information to Key Stage curriculum areas........ | |

Information and interpretation boards at areas of historic and archaeological significance throughout Bedfordshire........................................................................... | |

Contributing information to the HER e.g. photos, local knowledge.................... | |

Talks given at your school....................................................................... ☐

Walks organised for school children .......................................................... | |

Archaeology events organised for families ................................................. | |

**Q12** Where do you look for information about school trips/outings? Please tick all that apply.

Internet .................................... ☐          Mailshots ..................................... ☐

Local press or media ................. ☐          Events leaflet .............................. ☐

Local Library .............................. ☐          I don't ......................................... ☐

Word of mouth ........................... ☐          Other* (please specify) .............. ☐

*Other*

**Q13** Does your school currently offer lunchtime or after-school archaeological/historical clubs?

Yes................................................ ☐          No ................................................ ☐

**Q14** Would you be interested in receiving support from Beds CC to assist with this?

Yes ..................... ☐ Go to Q15          No .......................... ☐ Go to Q16

**Q15** What type of support would be most useful?

------------------------------------------------------------

**Q16** Name one way in which the Bedfordshire Environment Record could make itself more accessible to your school?

------------------------------------------------------------

**Q17** How many pupils does your school have?

0-50................................................ ☐          151-200 ....................................... ☐

51-100 .......................................... ☐          251-300 ....................................... ☐

101-150 ........................................ ☐          300+ ............................................. ☐

**Q18** Which of the following best describes the type of school you work for?

Infant............................................. ☐          Private school ............................. ☐

Junior ........................................... ☐          Middle .......................................... ☐

Primary ......................................... ☐          Secondary ................................... ☐

Lower ............................................ ☐          Upper ........................................... ☐

Prep School ................................. ☐          Other* (please specify) .............. ☐

*Other*

**Q19** Which of the following best describes the ethnic origin of the majority of pupils at your school? (please tick ONE box only)

White ............................................ ☐          Chinese ....................................... ☐

Mixed ........................................... ☐          Black Caribbean .......................... ☐

Indian ........................................... ☐          Black African ............................... ☐

Pakistani ...................................... ☐          Black Other ................................. ☐

Bangladeshi ................................. ☐          Other* (please specify ............... ☐

Other Asian .................................. ☐

*"Other"*

------------------------------------------------------------

**Q20** What is the postcode of your school?

☐☐☐☐☐☐☐

**Q21** Which of the following best describes the area in which your school is located?

Town ............................................................................................................................................ ☐

Suburb ......................................................................................................................................... ☐

Village (rural) .............................................................................................................................. ☐

Village (urban) ............................................................................................................................ ☐

Isolated/Rural ............................................................................................................................. ☐

**Q22** Please include any other comments you may have below.

If you would like to assist us in any future focus groups or discussions please fill your details in below. If you do NOT wish to help please tick the box at the end. This information will be stored separately from your questionnaire to maintain anonymity.

Name

Address

Telephone

E-mail address

Please tick here if you would NOT like your information to be used to assist us with focus groups or discussions. ☐

## Thank you for completing this questionnaire

# Bedfordshire County Council's Historic Environment Record

# Users Focus Group

# Bunyan Meeting Free Church
# Mill Street
# Bedford

# 7.00 p.m. Wednesday 13th September 2006

## Guide to discussion

- What barriers or difficulties, whether physical, social or intellectual do you encounter when using the HER and accessing the information it holds at County Hall?

- Would there be less barriers or difficulties at other centres, such as libraries or the Record Office, or remotely on-line if the Record was made available in this way?

- Are there any advantages in the HER service being provided at County Hall?

- Are there facilities not presently available with the HER at County Hall which might help you in the future?

- Where or how should the HER service be best supplied?

- Apart from the usual archaeological sites, historic buildings, industrial archaeology, parks, gardens etc. what other parts of the physical environment do you also consider to be historically significant and would like to know more about - your street, places of employment, fields, hedgerows, ancient woodlands, earthwork remains ……………?

- Does the HER focus on the right things?

- Is the range of sources and information currently available in the HER adequate?

- Are there other sources or material you would like to see made available?

- What do you usually want information from the HER for and what might you want it for in the future?

- What geographical level of information do you usually require and might require in the future?

    General historical awareness of a locality (e.g. parish)
    A specific area of search (estate, farm, circular, rectangular)
    General site specific information
    Site specific specialist information.
    Places to visit

- In what level of detail should the information be available to the searcher for each site/feature?

    All raw data brought together from original sources requiring the searcher to sift through and select to create own summary or formulate own opinion.

    Or

    Interpretative professional summaries of this data including key references.

The latter could include different levels of detail, particularly relevant if made digitally available.

- In what format should information be available?

  Paper based in single location requiring visit and officer assistance
  Digitally available in specific locations such as council office, library or Record Office
  Remote on-line access through the Internet
  The latter two would not include all that is in the paper Record.

- If on-line access is desired what should this include?

- Should there be different levels of access according to the nature of the user, e.g. professional, student, general public?

- Would you like to be able to feed information back into the HER?

  Red-lining/scribbling on the screen
  What format would you then like the information in?

- How do you think these facilities should be paid for?

  Council Tax only as Local Government service
  Charge commercial users
  Charges linked to levels of service
  Sponsorship
  All to pay

  (Currently use is free to all personal/private/academic/non-commercial users)

- What other outreach services should be provided from the Bedfordshire HER?

  Lecture series
  Exhibitions
  Interactive displays
  Publicity on objects or sites found
  Leaflets that provide history along walks in the countryside
  Etc.

# Bedfordshire County Council's Historic Environment Record

# Non Users Focus Group

# Bromham Mill
# Bridge End, Bromham

# 7.00 p.m. Thursday 7th September 2006

## Guide to discussion

- Why don't you use the HER now?

- What do you consider or expect might be barriers, both physically and intellectually, for you or others to using the HER and accessing the information it holds at County Hall, other centres, such as libraries, or remotely on-line?

- Where or how should this service be best supplied?

- Would awareness of the HER be improved if we demonstrated links with current headliners or issues you might be aware of from TV etc., e.g. History Matters, the various buildings restoration programmes?

    The History Matters Declaration 2006 states:

    > *"We believe that history matters. A society out of touch with its past cannot have confidence in its future. History defines, educates and inspires us. It lives on in our historic environment. As custodians for the past we will be judged by generations to come. We must value it, nurture it and pass it on.*

    Do you agree with this statement?

- What do you think is meant by terms such as:

    Historic environment
    Archaeology
    Archaeological sites
    Industrial archaeology
    Historic buildings
    Listed buildings
    Urban and Rural

- Are such topics or features important to you?

- What part of the physical environment do you consider as historically significant and would like to know more about - your street, historic places of employment, fields, hedgerows, ancient woodlands, earthwork remains?

- Do we focus on the right things?

- What do you or might you want information from the HER for?

- What geographical level of information might you require?

    General historical awareness of a locality (or parish etc.)
    Places to visit
    General site specific information;
    Site specific specialist information.

- In what level of detail should the information be available to the searcher for each site/feature?

All raw data brought together from original sources requiring the searcher to sift through, select, create own summary and formulate own opinion.

Or

Interpretative professional summaries of this data including key references.

The latter could include different levels of detail, particularly relevant if made digitally available.

- In what format should information be available?

  Paper based in single location requiring visit and officer assistance
  Digitally available in specific locations such as council office, library or Record Office
  Remote on-line access.
  The latter two would not include all that is in the paper Record.

- If on-line access is desired what should this include?

- Would you like to be able to feed back information into the HER?

  Red-lining/scribbling on the screen
  What format would you then like the information in?

- How do you think these facilities should be paid for?

  Council Tax only as Local Government service
  Charge commercial users
  Charges linked to levels of service
  Sponsorship
  All to pay

  (Currently use is free to all personal/private/academic/non-commercial users)

- What other outreach services should be provided from the Bedfordshire HER?

  Lecture series
  Exhibitions
  Publicity on objects or sites found
  Leaflets that provide history along walks in the countryside
  Etc.

## 7.9: Transcription of focus groups

Group 1 is the Non User Group and Group 2 is the User group.

# *Focus Groups*

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 1 |
| *Comment* | Never heard of it. |
| *Group Number* | 1 |
| *Comment Code* | 1 |
| *Comment* | realise it was publicly accessible. |
| *Group Number* | 1 |
| *Comment Code* | 1 |
| *Comment* | didn't have time to use it. |
| *Group Number* | 1 |
| *Comment Code* | 1 |
| *Comment* | historical information obtained from book sources not HER |
| *Group Number* | 1 |
| *Comment Code* | 1 |
| *Comment* | I didn't know about it |
| *Group Number* | 1 |
| *Comment Code* | 2 |
| *Comment* | Rural locations hinder accessing information. |
| *Group Number* | 1 |
| *Comment Code* | 2 |
| *Comment* | People of my age are not particularly keen on using computers. |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 2 |
| *Comment* | lack of parking at County Hal make is not very accessible. |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 2 |
| *Comment* | Internet isn't always in an accessible form |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 2 |
| *Comment* | Inefficient approach once inside the County Hall being made to wait, doesn't encourage people. |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 3 |
| *Comment* | Through events locally. |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 3 |
| *Comment* | Council owned buildings out of town. |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 3 |
| *Comment* | District council offices. |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 3 |
| *Comment* | Bedford central library. |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 3 |
| *Comment* | in most locally visited building in Bedford. |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 3 |
| *Comment* | Parish Clark. |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 3 |
| *Comment* | easily accessible small booklets or flyers showing historical importance held in HER will Encourage people to get involved. |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 3 |
| *Comment* | in one place |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 3 |
| *Comment* | booklets in different locations, listing what material is available in HER. |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 4 |
| *Comment* | articles in parish magazines. |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 4 |
| *Comment* | getting on regional TV like Anglia. |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 4 |
| *Comment* | yes I agree with the statement. |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 4 |
| *Comment* | Basic adverts and advertising. |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 5 |
| *Comment* | Archaeological sites- where they have dug |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 5 |
| *Comment* | urban and rural- villages to my mind are no longer rural, they are full of townies |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 5 |
| *Comment* | Industrial archaeology- misleading using word archaeology and industrial, associate archaeology with being bellow ground |
| *Group Number* | 1 |
| *Comment Code* | 5 |
| *Comment* | Archaeological sites- where they dig |
| *Group Number* | 1 |
| *Comment Code* | 5 |
| *Comment* | Archaeology- digging in a trench |
| *Group Number* | 1 |
| *Comment Code* | 5 |
| *Comment* | Archaeology- spade |
| *Group Number* | 1 |
| *Comment Code* | 5 |
| *Comment* | Archaeology- time team |
| *Group Number* | 1 |
| *Comment Code* | 5 |
| *Comment* | Historic environment- helps you relate today with what has been before |
| *Group Number* | 1 |
| *Comment Code* | 5 |
| *Comment* | historic environment- a forth dimension because it's the place through time |
| *Group Number* | 1 |
| *Comment Code* | 5 |
| *Comment* | Historic environment- the surroundings as they were a long time ago. |
| *Group Number* | 1 |
| *Comment Code* | 5 |
| *Comment* | Historic environment- an area with a history. |

| | | |
|---|---|---|
| *Group Number* | 1 | |
| *Comment Code* | 5 | |
| *Comment* | urban and rural- does urban include large villages? | |

| | | |
|---|---|---|
| *Group Number* | 1 | |
| *Comment Code* | 6 | |
| *Comment* | yes | |

| | | |
|---|---|---|
| *Group Number* | 1 | |
| *Comment Code* | 7 | |
| *Comment* | anything that can indicate how people lived and how they related to there surroundings. | |

| | | |
|---|---|---|
| *Group Number* | 1 | |
| *Comment Code* | 7 | |
| *Comment* | Industrial heritage particularly the aircraft industry in Bedford and Luton | |

| | | |
|---|---|---|
| *Group Number* | 1 | |
| *Comment Code* | 7 | |
| *Comment* | mans impact on the landscape | |

| | | |
|---|---|---|
| *Group Number* | 1 | |
| *Comment Code* | 7 | |
| *Comment* | the landscapes impact on man | |

| | | |
|---|---|---|
| *Group Number* | 1 | |
| *Comment Code* | 7 | |
| *Comment* | things that are specifically linked to historic individuals | |

| | | |
|---|---|---|
| *Group Number* | 1 | |
| *Comment Code* | 7 | |
| *Comment* | Routes such as canals, railways, roadways | |

| | | |
|---|---|---|
| *Group Number* | 1 | |
| *Comment Code* | 8 | |
| *Comment* | focus on past but also things last week | |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 8 |
| *Comment* | interviewing people on their experienced during WW2 |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 9 |
| *Comment* | research to produce a heritage trail around a village |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 9 |
| *Comment* | Industrial heritage across the county |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 9 |
| *Comment* | Parish history |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 9 |
| *Comment* | industrial history |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 9 |
| *Comment* | General history of Dunstable from the Romans |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 9 |
| *Comment* | Industrial heritage across the county |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 9 |
| *Comment* | history of Bedford |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 9 |
| *Comment* | parish history |

| *Group Number* | 1 |
|---|---|
| *Comment Code* | 9 |
| *Comment* | local history |

| *Group Number* | 1 |
|---|---|
| *Comment Code* | 9 |
| *Comment* | provide information in order to give voluntary  lectures into local history |

| *Group Number* | 1 |
|---|---|
| *Comment Code* | 9 |
| *Comment* | research into scheduled ancient  monument |

| *Group Number* | 1 |
|---|---|
| *Comment Code* | 9 |
| *Comment* | information on where I live |

| *Group Number* | 1 |
|---|---|
| *Comment Code* | 9 |
| *Comment* | knowledge of the area |

| *Group Number* | 1 |
|---|---|
| *Comment Code* | 9 |
| *Comment* | Village history |

| *Group Number* | 1 |
|---|---|
| *Comment Code* | 9 |
| *Comment* | History of Stockley |

| *Group Number* | 1 |
|---|---|
| *Comment Code* | 9 |
| *Comment* | Places to visit. |

| *Group Number* | 1 |
|---|---|
| *Comment Code* | 9 |
| *Comment* | Research for 1640's novel |

| | | |
|---|---|---|
| *Group Number* | 1 | |
| *Comment Code* | 9 | |
| *Comment* | places to visit | |

| | | |
|---|---|---|
| *Group Number* | 1 | |
| *Comment Code* | 10 | |
| *Comment* | have the choice to obtain detailed information after reading a general summary | |

| | | |
|---|---|---|
| *Group Number* | 1 | |
| *Comment Code* | 10 | |
| *Comment* | Prefer a layered approach to the data, which the researcher can look through to the detail which they require electronically rather than mini summaries of general information | |

| | | |
|---|---|---|
| *Group Number* | 1 | |
| *Comment Code* | 10 | |
| *Comment* | information into the origin of place and field names | |

| | | |
|---|---|---|
| *Group Number* | 1 | |
| *Comment Code* | 11 | |
| *Comment* | be able to explore the information on your own but with someone on site to help if needed. | |

| | | |
|---|---|---|
| *Group Number* | 1 | |
| *Comment Code* | 11 | |
| *Comment* | raw data but with listing and search facilities | |

| | | |
|---|---|---|
| *Group Number* | 1 | |
| *Comment Code* | 11 | |
| *Comment* | searches on key words and key phases to assist in research | |

| | | |
|---|---|---|
| *Group Number* | 1 | |
| *Comment Code* | 11 | |
| *Comment* | paper based is very important | |

| | | |
|---|---|---|
| *Group Number* | 1 | |
| *Comment Code* | 11 | |
| *Comment* | digital access for younger and people with leisure time | |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 12 |
| *Comment* | should be able to see the physical information online |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 13 |
| *Comment* | yes in a similar way to wickipeadia where people can add information |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 13 |
| *Comment* | have an e-mail and posting option so people can send information in |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 14 |
| *Comment* | for commercial use people should be charged |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 14 |
| *Comment* | if you put in a payment structure it would cost more to administer than you would earn |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 14 |
| *Comment* | would expect to pay for copies of information |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 14 |
| *Comment* | would be willing to make a donation of money |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 14 |
| *Comment* | wouldn't expect information to be free |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 14 |
| *Comment* | target people who might be interested in research projects, for example researching the Italian brickwork industry may want to target Italian businesses or brick makers |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 14 |
| *Comment* | could have internet advertising in website |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 14 |
| *Comment* | could get high public profile people involved |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 14 |
| *Comment* | people doing a PhD should have to pay because they are using up a large amount of time |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 14 |
| *Comment* | it could seek sponsorship |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 15 |
| *Comment* | exhibitions |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 15 |
| *Comment* | history group for schools |

| | |
|---|---|
| *Group Number* | 1 |
| *Comment Code* | 15 |
| *Comment* | lectures and talks which are advertised |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 1 |
| *Comment* | Information being available in the library would be useful and accessible |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 1 |
| *Comment* | Research which has been carried out needs finishing; publishing research which has been done would make it more accessible. |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 1 |
| *Comment* | HER is in the wrong place, County Hall is a daunting prospect having to make an appointment, go to reception, request Stephen to come down and escort you to the records. |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 1 |
| *Comment* | In the future it would be an advantage to have the record office and HER close together |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 1 |
| *Comment*<br>Mr | Stephen holds a vast amount of knowledge; it's a worry if he is not available because he is HER. |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 1 |
| *Comment* | People unaware of what is available until they get there, online listing would save own and staff time. |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 1 |
| *Comment* | Access only through making an appointment, which is constricting. |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 1 |
| *Comment* | Restricted working area in county Hall. |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 1 |
| *Comment* | Accessing information depends on the one location, County Hall, and one member of staff. |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 1 |
| *Comment* | Layout of office makes visitor feel as though they are intruding someone's office which is off-putting. |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 1 |
| *Comment* | Lack of available parking. |

| *Group Number* | 2 |
| --- | --- |
| *Comment Code* | 1 |
| *Comment* | Opening hours-Monday to Friday 9-5 excludes a large percentage of people accessing information. |

| *Group Number* | 2 |
| --- | --- |
| *Comment Code* | 1 |
| *Comment* | Cramped space makes viewing recourses like maps difficult. |

| *Group Number* | 2 |
| --- | --- |
| *Comment Code* | 1 |
| *Comment* | Limited chairs in office. |

| *Group Number* | 2 |
| --- | --- |
| *Comment Code* | 1 |
| *Comment* | Ease of use is limited by the amount of information available digitally. |

| *Group Number* | 2 |
| --- | --- |
| *Comment Code* | 1 |
| *Comment* | Narrow space within office is a barrier for those with disabilities. |

| *Group Number* | 2 |
| --- | --- |
| *Comment Code* | 1 |
| *Comment* | Location within an intimidating working office environment rather than a public face library. |

| *Group Number* | 2 |
| --- | --- |
| *Comment Code* | 1 |
| *Comment* | Opening hours |

| *Group Number* | 2 |
| --- | --- |
| *Comment Code* | 1 |
| *Comment* | Online information, even if it's clear, it's hard to read |

| *Group Number* | 2 |
| --- | --- |
| *Comment Code* | 2 |
| *Comment* | If it remains in County Hall it needs to be in the right place |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 2 |
| *Comment* | County Hall Library ground floor which is currently used as the schools library, could be a logical place to have the HER sited. |
| *Group Number* | 2 |
| *Comment Code* | 2 |
| *Comment* | Somewhere generated by the castle road development, space within there plans. Might there be a County Hall there in 10 years time? |
| *Group Number* | 2 |
| *Comment Code* | 2 |
| *Comment* | Resources are at risk in current location, better storage and regulated environmental conditions. |
| *Group Number* | 2 |
| *Comment Code* | 2 |
| *Comment* | County Hall can't cope with large numbers of people in the current location. |
| *Group Number* | 2 |
| *Comment Code* | 2 |
| *Comment* | The location needs to meets the demands of the records and the people who access them. |
| *Group Number* | 2 |
| *Comment Code* | 3 |
| *Comment* | Summaries of information available, processed down information, which are available and answer peoples questions. |
| *Group Number* | 2 |
| *Comment Code* | 3 |
| *Comment* | Copies of information so that they can be viewed by several people at the same time. |
| *Group Number* | 2 |
| *Comment Code* | 3 |
| *Comment* | Computer database which searches to help find what you're looking for. |
| *Group Number* | 2 |
| *Comment Code* | 3 |
| *Comment* | designed environment for the record that exists |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 3 |
| *Comment* | open access terminals to access GIS information and Arial photographs |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 3 |
| *Comment* | viewing space |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 3 |
| *Comment* | Sometimes there are benefits being in an environment where you can talk to the county archaeologist or county ecologist. |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 3 |
| *Comment* | Line of communication between planning staff and public would be cut off if moved to library. |

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|---|---|
| *Group Number* | 2 |
| *Comment Code* | 3 |
| *Comment* | Functional location for the staff in the heritage and environmental sector who used the records as a fundamental day to day tool. |

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|---|---|
| *Group Number* | 2 |
| *Comment Code* | 5 |
| *Comment* | The internet acts as a portal, tantalise people into visiting the records and seeing them. |

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|---|---|
| *Group Number* | 2 |
| *Comment Code* | 5 |
| *Comment* | Resourced supplied somewhere which has greater space, different office. |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 5 |
| *Comment* | Moved into the canteen |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 5 |
| *Comment* | Access to resources should be available both online and as hard copies. |

| | | |
|---|---|---|
| *Group Number* | 2 | |
| *Comment Code* | 6 | |
| *Comment* | all aspects should be there | |

| | | |
|---|---|---|
| *Group Number* | 2 | |
| *Comment Code* | 6 | |
| *Comment* | the creation of transport the A1, new Bedford bypass, Southern Bypass are important and radical changed to the landscape. | |

| | | |
|---|---|---|
| *Group Number* | 2 | |
| *Comment Code* | 6 | |
| *Comment* | Rural industries- onion barns, fisheries, rabbit warrens | |

| | | |
|---|---|---|
| *Group Number* | 2 | |
| *Comment Code* | 9 | |
| *Comment* | Ordinance survey maps digitally available | |

| | | |
|---|---|---|
| *Group Number* | 2 | |
| *Comment Code* | 10 | |
| *Comment* | Case study written on 'how the HER helped me' to generate awareness | |

| | | |
|---|---|---|
| *Group Number* | 2 | |
| *Comment Code* | 10 | |
| *Comment* | Clear statement defining the difference between the two sources of information. | |

| | | |
|---|---|---|
| *Group Number* | 2 | |
| *Comment Code* | 10 | |
| *Comment* | Mailing leaflet making it clear that both the HER and record office exist. | |

| | | |
|---|---|---|
| *Group Number* | 2 | |
| *Comment Code* | 10 | |
| *Comment* | Schools using it in the future | |

| | | |
|---|---|---|
| *Group Number* | 2 | |
| *Comment Code* | 11 | |
| *Comment* | all of the points listed | |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 11 |
| *Comment* | Ordinance survey maps of 1950s or earlier available digitally. |
| *Group Number* | 2 |
| *Comment Code* | 12 |
| *Comment* | Everybody needs the same level of asses to the information, can't assume some will require more than others. |
| *Group Number* | 2 |
| *Comment Code* | 12 |
| *Comment* | A summary would act as a guide for people who wanted to go deeper into a subject. |
| *Group Number* | 2 |
| *Comment Code* | 12 |
| *Comment* | If limited for time the summaries would act as markers |
| *Group Number* | 2 |
| *Comment Code* | 13 |
| *Comment* | Single office location, all information in one place. |
| *Group Number* | 2 |
| *Comment Code* | 13 |
| *Comment* | It's agreed that digitally available information, which could be provided in specific locations and remotely online would benefit from not including all paper record based information |
| *Group Number* | 2 |
| *Comment Code* | 13 |
| *Comment* | Digitally available in specific locations such as the council office, library or Record Office is quite limiting and would only benefit those who are able to visit the council office, library or |
| *Group Number* | 2 |
| *Comment Code* | 13 |
| *Comment* | Digitally available information could act as a portal to encourage people to visit achieves. |
| *Group Number* | 2 |
| *Comment Code* | 13 |
| *Comment* | Copies of the information could be distributed or placed online |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 13 |
| *Comment* | It would be difficult to select segment information and place in different locations. |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 13 |
| *Comment* | paper based format. |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 13 |
| *Comment* | Dividing information up would require higher numbers of staff and control would be difficult. |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 14 |
| *Comment* | professional organised information |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 14 |
| *Comment* | would like to be able to call up a map, red line an area, obtain record numbers for that area, with a brief summary of what it is |

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|---|---|
| *Group Number* | 2 |
| *Comment Code* | 15 |
| *Comment* | Regarding the paper sources, the staff will need training to be able to handle different users. |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 15 |
| *Comment* | Access could be controlled using the Athena system where you have to be credited to view certain information. |

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|---|---|
| *Group Number* | 2 |
| *Comment Code* | 15 |
| *Comment* | no there shouldn't |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 15 |
| *Comment* | The general public have to have access to everything so that the seeds of interest are sown into a lifetime interest. |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 15 |
| *Comment* | security is an important issue, what the information is being used for and any protection which may need to be put in place considered. |
| *Group Number* | 2 |
| *Comment Code* | 16 |
| *Comment* | It is important that people do because it's an important way that the HER gets its information. |
| *Group Number* | 2 |
| *Comment Code* | 16 |
| *Comment* | There are lots of gaps in the information already available which could be filled with new information. |
| *Group Number* | 2 |
| *Comment Code* | 16 |
| *Comment* | New information has to be filtered otherwise it turns into one of the genealogy sites which has no credibility |
| *Group Number* | 2 |
| *Comment Code* | 16 |
| *Comment* | Meeting could be set up within the council structure to provide an opportunity for the council to disgust with the public and users, and exchange information. |
| *Group Number* | 2 |
| *Comment Code* | 16 |
| *Comment* | Information fed in should be assed by experts and specialists before being recorded. |
| *Group Number* | 2 |
| *Comment Code* | 17 |
| *Comment* | Sponsorship is not worth it because you end up losing your independence, the tail ends up wagging the dog. |
| *Group Number* | 2 |
| *Comment Code* | 17 |
| *Comment* | Grants |
| *Group Number* | 2 |
| *Comment Code* | 17 |
| *Comment* | It should be self funding |

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|---|---|---|
| *Group Number* | 2 | |
| *Comment Code* | 17 | |
| *Comment* | Everyone having to pay can be seen as restricting peoples access. | |

| | | |
|---|---|---|
| *Group Number* | 2 | |
| *Comment Code* | 17 | |
| *Comment* | A charge for photocopies | |

| | | |
|---|---|---|
| *Group Number* | 2 | |
| *Comment Code* | 17 | |
| *Comment* | Defiantly agree in charging for commercial use because they are in it for commercial gain. | |

| | | |
|---|---|---|
| *Group Number* | 2 | |
| *Comment Code* | 17 | |
| *Comment* | Records are publicly owned so shouldn't have to pay twice | |

| | | |
|---|---|---|
| *Group Number* | 2 | |
| *Comment Code* | 18 | |
| *Comment* | Guided walks | |

| | | |
|---|---|---|
| *Group Number* | 2 | |
| *Comment Code* | 18 | |
| *Comment* | Lecture series. | |

| | | |
|---|---|---|
| *Group Number* | 2 | |
| *Comment Code* | 18 | |
| *Comment* | Countryside walks. | |

| | | |
|---|---|---|
| *Group Number* | 2 | |
| *Comment Code* | 18 | |
| *Comment* | Posters in villages displaying information. | |

| | | |
|---|---|---|
| *Group Number* | 2 | |
| *Comment Code* | 18 | |
| *Comment* | Village boards which can't be destroyed, explaining historical parts of interest within villages. | |

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|---|---|
| *Group Number* | 2 |
| *Comment Code* | 18 |
| *Comment* | Publicity literature would bring about a greater awareness |

| | |
|---|---|
| *Group Number* | 2 |
| *Comment Code* | 18 |
| *Comment* | Exhibitions would be particularly desirable. |

## 7.10: Guide to Percentage Comments

Minority

| | |
|---|---|
| 0-4% | None/No, almost none/no, very few, a very small proportion |
| 5-9% | Few, under a tenth, a small proportion |
| 10-14% | A tenth, relatively few, under a fifth |
| 20-24% | Just under a fifth, nearly a fifth, around a fifth |
| 25-29% | A quarter, around a quarter, just under a quarter |
| 30-34% | A third, around a third, just under/over a third |
| 35-39% | Over a third |
| 40-44% | Under half |
| 45-49% | Just under half, around half |

Majority, most

| | |
|---|---|
| 55-59% | Over half |
| 60-64% | Just under two thirds |
| 65-69% | Two thirds, around two thirds, just under/over two thirds |
| 70-74% | Nearly three quarters, just under three quarters |
| 75-79% | Three quarters, just over three quarters |
| 80-84% | Over three quarters, a large proportion |
| 85-89% | The majority, a very large proportion |
| 90-94% | The vast majority, a very large proportion |
| 95-100% | Nearly/almost all, all |

# 7.11:  Location of Bedfordshire County Council HER